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ABSTRACT

As a product of the Career Change Project by the Technical Education Research Centers, this book describes specific career change programs currently operated by a variety of organizations and includes other information relevant to career change. The book is divided into six major sections. The first section is an introduction which includes chapters on career change in perspective, a career change model and support services, and identification of career change programs. The second section of the book describes four career change programs in business and industry. Section 3 discusses three programs in educational institutions. Three programs for career change in government agencies are presented in section 4. The fifth section discusses two programs which are organized by professional associations. The final section of the book presents a short discussion of other career change programs throughout the United States and briefly describes two current career change research projects. (A more detailed description of the career change programs discussed in this book may be found in the project's case histories--see note.) (LRA)

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Career Change

A Handbook of Exemplary Programs in

- Business & Industrial Firms
- Educational Institutions
- Government Agencies
- Professional Associations

by Paul Ferrini and L. Allen Parker

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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June 1978

Preface

The Career Change Project was initiated in September, 1976 by Technical Education Research Centers (TERC), an independent, nonprofit research and development center with headquarters in Cambridge, Massachusetts. The Project was funded by the U.S. Office of Education, Bureau of Occupational and Adult Education.

We began the Project with a questionnaire and telephone survey to identify career change programs in business and industrial firms, post-secondary educational institutions, government agencies, and professional associations. Eleven organizations were then selected for further study, and site visits were made to gather information on their career change programs. Case histories were subsequently written on these programs.

The majority of the articles in this Handbook were written based on information contained in the Project's case histories. In writing these articles, an effort was made to present the major features of program design and implementation so they could be understood by the general reader. Readers who desire more detailed information about the programs described in the Handbook are therefore referred to the case histories and to the program contacts listed at the end of each article.

In addition to articles about specific career change programs, this Handbook includes other information relevant to career change, beginning with a general introduction to the subject in Chapter 1. An individual career change model and a discussion of the support services usually available to career changers are given in Chapter 2, while Chapter 3 discusses the Project's program selection process. Brief descriptions of other noteworthy career change programs identified during the Project's survey are presented in Section VI, and a bibliography of career change related publications concludes the Handbook.

The Career Change Handbook is intended to provide readers with a general perspective on career change programs currently operated by a variety of organizations in the nation. Hopefully, it will also suggest to readers the kinds of program improvements and collaborative mechanisms which are still required if the needs of individual career changers are to be adequately addressed.

We hope that in reading through these pages you will discover new ideas and strategies that you can use to advantage in your own institutional context. Moreover, we encourage you to contact the Program Administrators listed in this Handbook for additional sharing of inspiration and information.

A network of career change administrators already exists, but it is still small and fragmented. We encourage you to join this network and to share your own unique concerns with those of administrators in different institutional settings.

We wish to thank the members of our national advisory committee for their continued assistance during the last two years. They gave us many valuable ideas and references which helped us clarify our program selection criteria and overall perspective on career change. Without their suggestions, we would not have been able to identify the kind of high quality programs which are described here. The Project's Advisory Committee consists of the following individuals:

Gladys M. Bishop, *President, Career Directions Consultants*

Vickey L. Cherry, *Staff Associate, American Telephone and Telegraph Company*

Bill L. Ditto, *Executive Dean, Occupational, Technical and Continuing Education, Houston Community College*

Alan D. Entine, *Assistant Academic Vice-President, State University of New York at Stony Brook*

Joseph E. Milano, *Program Director, Recognition Programs and Education Relations, IBM Corporation*

Shirley H. Rhine, *Special Projects Staff, The Conference Board*

Richard J. Ungrodt, *Vice President of Academic Affairs, Milwaukee School of Engineering*

We would also like to acknowledge and thank Priscilla Claman and Kirk Thomas, who assisted us in information gathering and first draft writing of Project case histories; Marcia Sorcinelli, who helped us with the Project typing; and Charles Maney, who assisted us with the design and lay-out of this handbook. Furthermore, special thanks is due to Anne Bryant for her article which appears in Chapter 15. Finally, we wish to thank the administrators of the programs described here for their tremendous cooperation during our site visits to their organizations and during our case history and Handbook editing process. Many of them devoted substantial amounts of their own time in helping to make this Handbook a reality.

Cambridge, Massachusetts
June, 1978

Paul Ferrini
L. Allen Parker

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Introduction

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Washington State career changers learn needle sort.

1

Career Change in Perspective

Evidence is mounting that the single career norm within the American workforce may soon become a phenomenon of the past. In the early 1970s, publications such as Striner's *Continuing Education as a National Capital Investment*, Sheppard and Herrick's *Where Have all the Robots Gone?*, and the U.S. Department of Health, Education, and Welfare's report *Work in America* began arguing for more flexible work and educational opportunities for employed adults. Career change, in particular, began to be perceived as a necessary option for many adults seeking further growth and self-renewal.

Although most researchers agreed that there was a growing number of American workers dissatisfied with their careers, there was little evidence available as to how many Americans were acting on their desire for new careers. Willard Wirtz and his colleagues at the National Manpower Institute summed up the general state of affairs in this passage from their 1975 book, *The Boundless Resource*:

> We haven't the vaguest notion of the number of people (only that it is exceedingly large) who come – someplace between the ages of twenty-five and fifty – to a point of significant realization that they ought to be on a different career course, not just as a matter of boredom or frustration or some kind of whim, but as a calculated judgment about improving their worth both to themselves and to the whole system.

In 1977, data compiled from the 1970 Census of Population provided concrete evidence of the career change phenomenon. In the January, 1977 issue of the *Monthly Labor Review*, Sommers and Eck reported that this Census data indicated that nearly one-third (32.2%) of those working in 1965 had changed occupations by 1970. Meanwhile, numerous popular publications such as Terkel's *Working*, Sheehy's *Passages*, and Bolles *What Color Is Your Parachute* were suggesting to readers that career and related lifestyle changes should be viewed as normal aspects of adult life.

In order to understand how the career change phenomenon has become a "predictable" part of the lives of many working adults, it may be helpful to view the subject within the larger societal context. Clearly, technological and social changes have gradually transformed both the way we think about work and the kind of work available to us.

THE IMPACT OF TECHNOLOGICAL AND SOCIAL CHANGE

Probably the most general cause of the career change phenomenon is the impact of technological change on American life. Technological innovations have sparked continued economic development which, in turn, has perpetuated the rise in this nation's standard of living. For an increasing number of Americans, this has meant greater material security and satisfaction of basic needs. As Abraham Maslow and other psychologists have suggested, "higher" needs such as the need for self-esteem or self-actualization are awakened when basic needs have been reasonably fulfilled. In the workplace, many Americans are no longer just asking for more salary and benefits; they are also asking for more meaningful careers which will enable them to better express their unique talents and abilities. At home, many of us are asking for more open communication and flexible arrangements with parents, spouses and children. And in our communities, many of us are asking for more responsive local government and for more opportunities to make our concerns known.

Television, telephone, computer, and transportation networks extending across the globe have provided us with more information more rapidly than ever before. Formal educational options are also being utilized by greater numbers of people. More Americans are graduating from high school. Community colleges and technical institutes have made postsecondary education more accessible to young adults. Continuing education programs in postsecondary educational institutions, career development programs in business and industry, and community-based adult education centers have made lifelong education a reality for many middle-aged and older adults.

All of this has contributed to the phenomenon of rising expectations. As a society, we are asking for more fulfilling lives. Yet, the fact that we are asking for more fulfillment does not necessarily imply that we know how to achieve it. In fact, many of us are confused and anxious about our lives. Our expectations have been raised, but the process of realizing them often seems unclear. We may want a different job, but we may not know how to go

about finding it. We may want a different kind of marriage, but we may not know how to establish it. We know that change is necessary, but at the same time we are afraid to let go of what is familiar to us. We have a vision of the future, but we're not ready to give up the past.

In reality, technological change is a double edged sword. While it has provided many of us with better paying and more satisfying jobs, it has sometimes unexpectedly disrupted our career and financial security. A primary example of this is the impact of increased specialization upon the American workforce. Technological innovations have introduced increasingly complex software and hardware into the workplace. These innovations have created new occupations demanding specialized skills and knowledge which frequently require years of education and training to master. Often by the time engineers, technicians and skilled workers master their crafts, new technology is introduced which requires new combinations of skills and knowledge. Technical updating courses may solve this problem in the short run, but in the long run veteran employees may lose their jobs to younger employees fresh out of educational institutions. It is not surprising, then, that we find frequent articles in professional and trade journals describing career change options for technical personnel. We even encounter warnings to newcomers in certain fields to expect their skills and knowledge to be so obsolete within twenty years that they must seek new careers. (For example, see the editorial on engineers in the April 1977 issue of the *IEEE Spectrum.)*

Moreover, technological change has resulted in related societal changes such as population shifts, altered consumer demands, and major new government policies regarding health, education and welfare. These changes have had an impact on other occupations not directly affected by changing technologies. Human service occupations are a good example. Thousands of young adults entered educational programs in these fields. When they graduated several years later, they frequently found the labor market quite different from what it was when they began their schooling. Many of these individuals could not find jobs in their career areas; others took jobs for which they were overqualified and underpaid.

Americans preparing for jobs in many other occupations have encountered similar difficulties. As technological and social changes become more rapid, the difficulty of workforce forecasting increases. A 1975 study by the Rand Corporation, entitled "An Evaluation of Policy Related Research on Programs for Mid-Life Career Redirection," concluded that:

> Manpower forecasts will not give much guidance to appropriate training in a mid-life career program. They cannot give reliable estimates of the probability of being employed once training has been completed, except in very special cases. Neither can the forecasts give much information on the longevity of a career.

Given this difficulty, many career changers and younger people entering the workforce are becoming more cautious about investing large amounts of time and money in preparing for occupations in which their future employment is questionable. Instead, many of these individuals are enrolling in short term training programs or pursuing careers in which they can utilize

their transferable skills.

Yet this realism about our career directions has been hard won by many Americans. Because we have come to expect more overall satisfaction from our careers, many of us have had difficulty adjusting our ideals to labor market realities. Moreover, most employers and educational institutions have been slow in assisting the increasing number of individuals in career transition. Inflexible schedules and entrance requirements continue to be major obstacles to adults seeking realistic career change education and employment. However, as the programs discussed in this Handbook show, some organizations have begun to respond effectively to the needs of adults changing careers.

In discussing career changers, Alan Entine and other writers have distinguished between individuals who are forced to make career moves (involuntary career changers) and those who decide to redirect their careers (voluntary career changers). Although the two groups may differ in their initial expectations and attitudes about their careers, their needs, obstacles and challenges are fairly similar.

INVOLUNTARY VERSUS VOLUNTARY CAREER CHANGE

Involuntary career changers are usually persons who have been forced to leave their occupations due to health factors, technological obsolescence, economic recession, or family exigencies such as divorce from, or death of, a spouse who is a primary breadwinner. Examples of involuntary career changers include engineers laid off during the aerospace recession of the early 1970s, teachers whose contracts are not renewed due to retrenchment necessitated by declining enrollments, typesetters whose jobs have become obsolete due to automation, and small farmers unable to afford farm machinery which they need to compete in their field.

Usually, the individuals whose careers are disrupted by such phenomena would prefer to remain in their chosen career areas if they had a choice. While some of them actually return to their occupations when they have the opportunity, many of these individuals must find entirely new career directions. Even when formal retraining programs are available, such career changes frequently exact a high toll upon the individuals involved and their families.

Although their situations may not be so extreme, similar problems are encountered by *voluntary career changers*. Examples of voluntary career changers include:

- young people in their twenties, looking for a career to which they can commit;
- mid-career men and women who have reached the top of their career ladders or who, for other reasons, become dissatisfied with their jobs and seek new career options in harmony with newly developed values and interests;

- women returning to the workforce as a result of changes in their family responsibilities and/or traditional role expectations; and
- older workers seeking careers consistent with retirement goals or other planned lifestyle changes.

Because, by definition, voluntary career changers are initiating their own career redirection, one might expect them to encounter far fewer obstacles than do involuntary career changers. In many instances, however, this is not the case. Unlike involuntary career changers, the majority of whom would continue in their present jobs if they had the choice, voluntary career changers are usually frustrated with their present positions and know that they must find different jobs if they are to live fulfilling lives. Thus, unless the voluntary career changer knows what new career area would be most suitable and how to go about finding employment in that area, he or she will experience career confusion not unlike that experienced by the involuntary career changer.

Both involuntary and voluntary career changers frequently operate under stress. Both may have difficulty assessing their abilities and choosing a new career direction. And both may have difficulty finding the external support and self confidence needed to effect a major occupational change.

CAREER CHANGE AND ADULT LIFE CYCLES

As we suggested earlier, career changes are frequently precipitated by major changes in an individual's key values and overall lifestyle. Such gestalts of change represent a crisis in the life of the individual which challenges that individual's deepest emotional resources and problem solving abilities. Psychologists such as Erik Erickson, Roger Gould, Daniel Levinson, and George Valliant have treated in detail various phases of adult development. With reference to career change, however, there appear to be three important junctures of an adult's life when career and related changes seem most likely to occur.

The first of these happens in the early career phase, usually in the twenties, when an adult is first identifying a career direction. Although some young adults are able to commit to a specific career area when they finish their formal schooling, many must grope for that direction by working at a variety of positions and deciding what they like and dislike about those jobs. This is particularly true for recent liberal arts graduates who find that their education has not given them marketable skills. For them, the career decision process may take several years and may result in an occupational choice seemingly unrelated to what they studied in college. Other young adults may choose a career area in their teens or early twenties, invest time and energy in learning skills relevant to that area, and then discover after working in that career for a few years that they are not satisfied. Whatever the specific reasons, a substantial percentage of the adults changing careers falls within this age group.

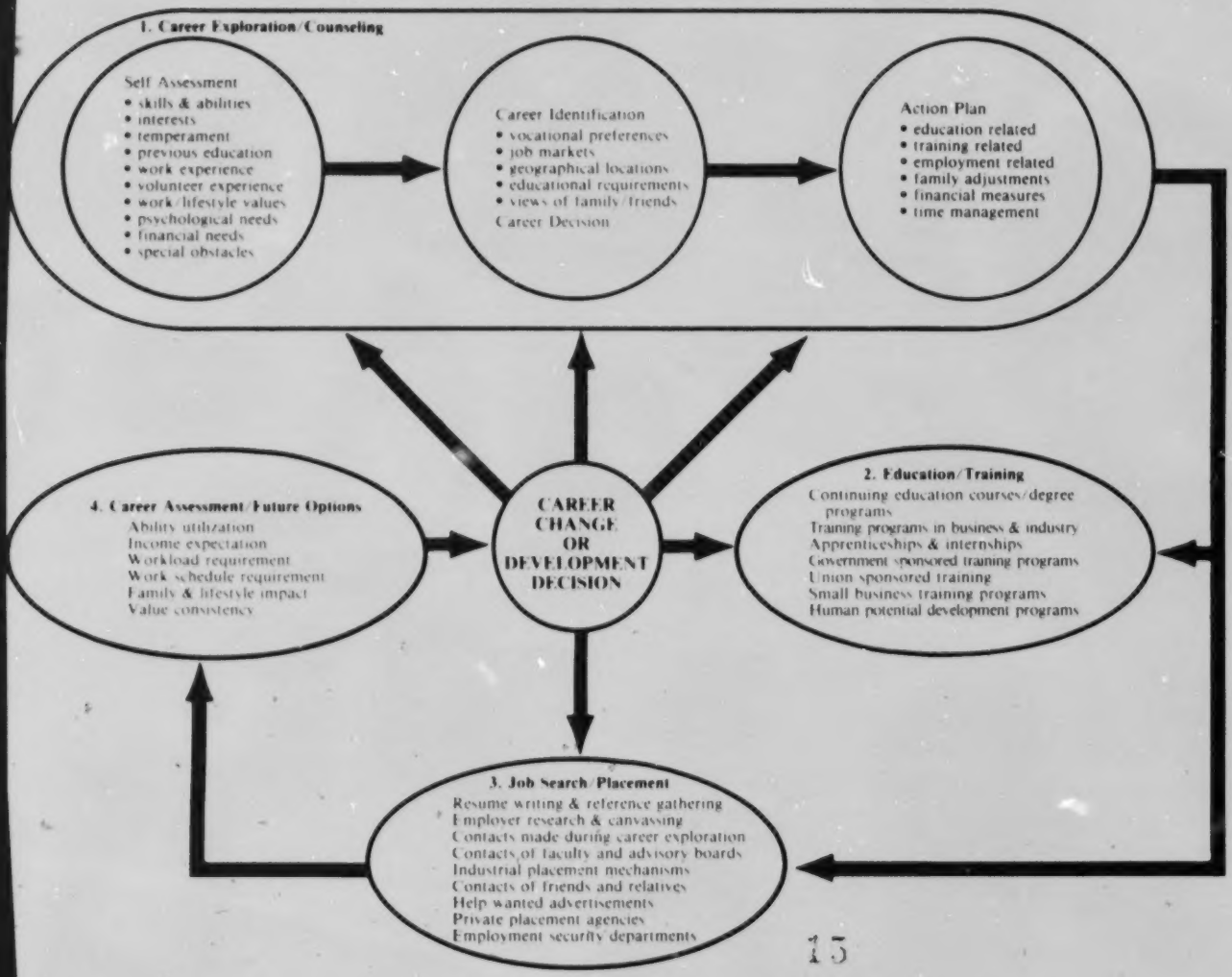
The second life cycle phase is suggested by the term "mid-career change." This term usually refers to the career crisis experienced by adults between the ages of 35 and 50. Individuals undergoing mid-career changes are frequently facing other major changes such as divorce and/or the completion of childbearing responsibilities. Some of them may have experienced the death or serious illness of a parent; others may have discovered that their interpersonal needs are no longer what they were ten or twenty years ago. Just as they reached the first plateau of adulthood when they emerged from their teens, found jobs, and started their own families, they now feel that another plateau has been reached. The desire for a different career, then, must be viewed as part of a total change context, in which the individual adult is developing new values and expectations about his or her life. Although this is clearly a time for growth and productive introspection, adults in mid-career may not view their lives quite so optimistically. Many adults in this situation may feel that their lives are "breaking down" and that they may not be capable of picking up the pieces.

A similar growth plateau exists for older adults who are facing retirement. For some of these adults, retirement may mean involuntary unemployment. For others it may mean the transition from full time to part time work, from paid to volunteer careers, or from one occupation to another which is not as demanding on their overall health and well being. Yet, whatever option is eventually chosen, the difficulty of the transition cannot be underestimated. This plateau, much as the mid-career phase, carries with it major changes in values and lifestyles.

Although the early career, mid-career, and preretirement phases are clearly times when many individuals tend to assess their careers and overall lifestyles, we do not mean to suggest that career changes are always associated with these phases of adult development. Ultimately, career change is an individual proposition, and each individual will experience it uniquely whenever it occurs in his or her life. The career changer can be young, middle-aged, or old; male or female; employed or unemployed. He or she may desire more pay and responsibility or else may desire less responsibility and be willing to accept less salary. Employers may view the individual's desired career change as a promotion, a demotion, or a lateral move. Yet, regardless of the specific configuration or motives involved, career changers are faced with a common challenge. Those individuals who have met the challenge and have found new and productive career directions can and should serve as examples to others contemplating or struggling to make changes in their careers.

The career change model presented in Chapter Two outlines the major areas and the specific tasks which successful career changers have addressed while making the transition from one career to another. Although some of these individuals have completed this process with little organizational support, others have received substantial assistance from employers and educational institutions in their communities. These organizational support mechanisms are also discussed in Chapter Two.

CAREER CHANGE MODEL



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Career Change Model and Support Services

Early in the Career Change Project, we developed a simple model of the four major kinds of activities most individuals undertake in order to make successful career changes. These major types of activities or functions included: career exploration/counseling; education/training; job search/placement; and career assessment/future options. After extensive reading, talks with Project advisors, and interviews with career changers and program administrators, this model was expanded and refined. In particular, three subfunctions were added under counseling, and specific tasks associated with each function or subfunction were delineated. The Career Change Model on the opposite page shows the resulting functions, subfunctions, and the tasks associated with them. For simplicity's sake, the tasks are described as though all career changers undertake each of them. However, most individuals are likely to accomplish some of the activities in a less formal or systematic manner than described here.

Although some individuals are able to perform these activities with minimal outside assistance, many others rely upon a variety of support services offered by business and industrial firms and educational institutions. Chart I (see later in Chapter) indicates the support mechanisms which are found in each sector and correlates them with the major functions delineated in the career change model. However, it should be noted that some of the support services described in Chart I are not always available to individuals preparing for career changes. As a result, most individuals are likely to perform some activities on their own, and others under the guidance of career advisors in industrial and educational institutions.

SELF ASSESSMENT

Most individuals begin the career change process with a self-assessment. During this assessment the individual determines what general abilities, specific skills and interests he or she has. The individual considers volunteer as well as paid work experiences, formal and informal educational experiences, community activities and avocational pursuits in making this determination. The career changer also assesses his or her resources, including financial resources, emotional support available from family and friends, and community and employer resources should these be available. Finally, the individual takes account of any special obstacles he or she might encounter due to race, sex, physical or other handicaps, and assesses the impact these may have on his or her career choice.

CAREER IDENTIFICATION

The second stage in the career exploration/counseling function is the identification of a realistic career option. This begins with an investigation of specific careers and includes interviews with employers and employees who have knowledge about these careers. The research also involves workforce projections for the career area on a local, regional, and national basis. Next, entry-level skill requirements for the career area are ascertained so that the individual can make a determination as to whether his or her current skills and abilities would meet these requirements. Should additional skills be necessary, the individual determines which education or training programs offer appropriate instruction. Education and training sources are then investigated to assess the quality and the cost of the occupational preparation, the length of time involved, and the extent of the institution's placement activities and ties with employers. Once all this is accomplished, the individual should be able to identify a desireable and realistic career area.

ACTION PLAN

The third stage in the career exploration/counseling process is the formulation of an action plan and timetable. This includes the overall career objective and length of time necessary to realize it. The plan specifies all the steps which the individual must cover such as education and training activities, job seeking activities, family plans, budgeting of resources for the time involved, and support services required. Once the plan has been initiated, the individual reviews it periodically to see whether or not it needs to be revised or followed more closely.

CAREER EXPLORATION/COUNSELING: SUPPORT SERVICES AVAILABLE

For individuals who have difficulty performing any of the tasks dis-

cussed above, support is usually available somewhere in their communities. Many postsecondary educational institutions and adult education centers offer non-credit courses or workshops in career counseling. Some operate full-scale career counseling centers which offer individual and group career career counseling, as well as numerous career related workshops, lectures, and seminars. Churches, YWCA's and other non-profit organizations sometimes sponsor similar career counseling services. In most cases, these services are offered at low cost to individuals who need them. For those individuals who can afford to pay more for these counseling services, profit-making career consulting firms offer similar assistance.

Employers also offer career assistance to their employees. Some employers offer career planning seminars and workshops on a regular basis, some require managers to conduct annual career discussions with employees, and some employ full time career counselors. Most career planning assistance offered by employers is geared to assist employees in considering different jobs or career paths within their respective organizations. However, in a few firms, particularly those which employ full time career counselors, employees are assisted in planning for outside as well as internal careers. As career planning courses and programs become increasingly popular in business and industry, such open-ended career counseling strategies should become more generally accepted by program administrators.

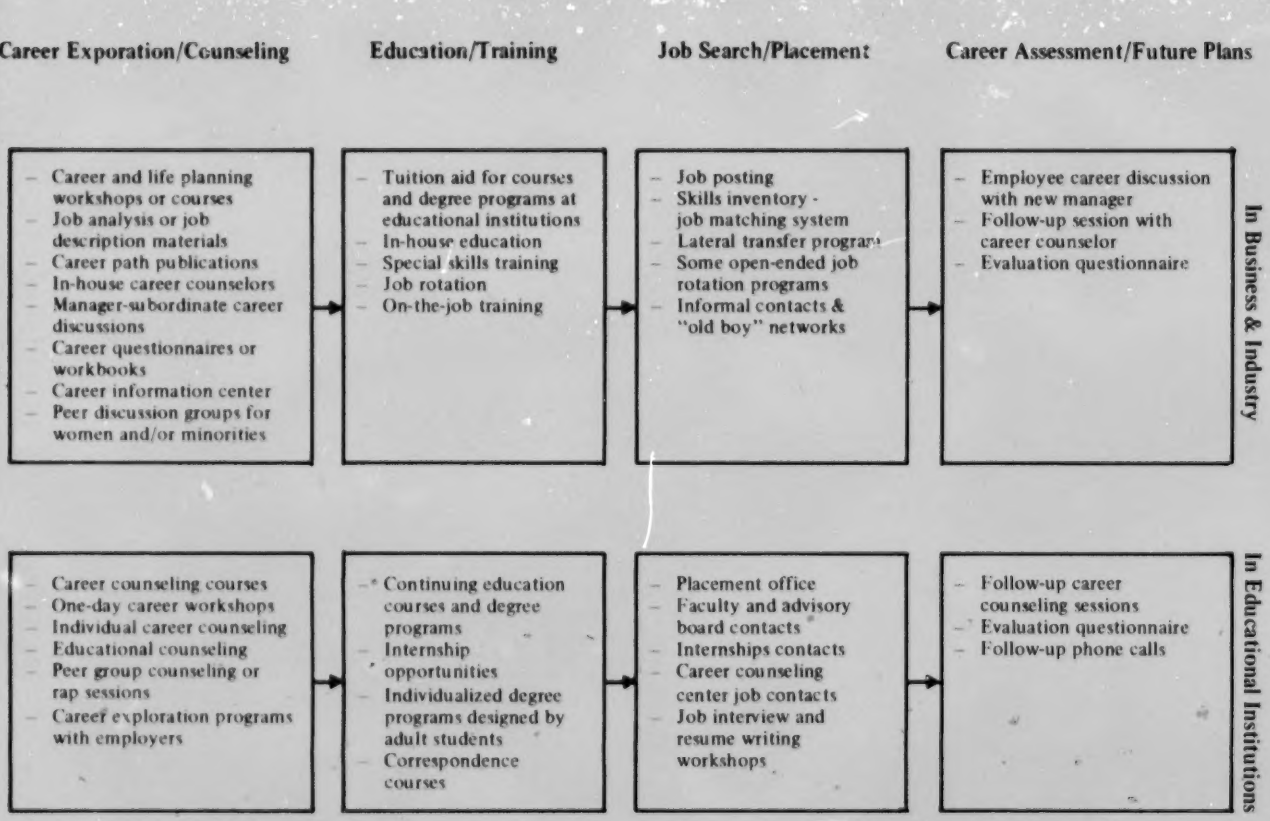
Chart I shows the types of support services sometimes available to individual career changers in educational institutions and business/industrial firms. Similar services also may be offered by other organizations in the community.

EDUCATION/TRAINING SOURCES

Once the individual has completed the above three career counseling/exploration steps, he or she will know if further education or training is needed for entry into the chosen career area. If no further education is required, the career changer will have begun to focus on job search strategies. However, if further career preparation is needed, the individual will have already investigated a variety of education/training sources and will have made a determination as to which source would best meet his or her overall needs. This determination and any subsequent enrollment actions will have been reflected in the individual's action plan.

If currently employed, the career changer may decide to take advantage of employer sponsored training opportunities such as in-house training courses, on-the-job training, or job rotation experiences. With or without employer support, the individual also might decide to enroll in continuing education courses in a community college, technical institute, proprietary school, or university. If relevant training is not available in these institutions, the career changer might find the appropriate training in government or union sponsored training or apprenticeship programs. Moreover, individuals sometimes enroll in courses and workshops at adult education centers, human potential organizations, and other less formal

CHART I: SUPPORT SERVICES AVAILABLE


Career Exporation/Counseling
Education/Training
Job Search/Placement
Career Assessment/Future Plans
- Career and life planning workshops or courses
- Job analysis or job description materials
- Career path publications
- In-house career counselors
- Manager-subordinate career discussions
- Career questionnaires or workbooks
- Career information center
- Peer discussion groups for women and/or minorities
- Tuition aid for courses and degree programs at educational institutions
- In-house education
- Special skills training
- Job rotation
- On-the-job training
- Job posting
- Skills inventory - job matching system
- Lateral transfer program
- Some open-ended job rotation programs
- Informal contacts & "old boy" networks
- Employee career discussion with new manager
- Follow-up session with career counselor
- Evaluation questionnaire
In Business & Industry
- Career counseling courses
- One-day career workshops
- Individual career counseling
- Educational counseling
- Peer group counseling or rap sessions
- Career exploration programs with employers
- Continuing education courses and degree programs
- Internship opportunities
- Individualized degree programs designed by adult students
- Correspondence courses
- Placement office
- Faculty and advisory board contacts
- Internships contacts
- Career counseling center job contacts
- Job interview and resume writing workshops
- Follow-up career counseling sessions
- Evaluation questionnaire
- Follow-up phone calls
In Educational Institutions

learning environments in order to develop skills that they consider essential to their career objectives.

Chart I shows the various training options available to the career changer in educational institutions and in business and industry. Although the skills and knowledge necessary for a career change can sometimes be learned independently, in most cases formal training arrangements will be necessary. This is the step in the career change process which the individual is least likely to perform without outside assistance.

JOB SEARCH/PLACEMENT

When formal or informal training is nearing its end, the career changer begins job search routines. These include follow-up meetings with employers contacted during the career identification stage, and utilization of the employment contacts of faculty, co-workers, friends and relatives. Resume writing, reference gathering, and research on firms hiring in the career area are other concrete tasks. Specific job openings can be discovered through the classified newspaper ads, employment security department listings, private employment agency listings, and positions listed in trade or professional journals. Door-to-door canvassing of specifically relevant employers is also potentially productive.

For individuals who have difficulty finding jobs in their new career areas, assistance is usually available from a number of sources. Educational institutions which offer career counseling services usually can advise career changers as to which employers they might approach. Some career counseling centers even have job openings listed on bulletin boards as an ongoing service. School placement offices offer similar assistance, and sometimes advisory committee members for specific degree programs can provide graduates with valuable employer contacts.

In business and industry, placement mechanisms include job posting systems and skills inventory-open position matching programs. Some firms also have formal lateral transfer and cross-training programs where placement in a new career is the primary outcome. Some job rotation programs can also be used by participants to enter different career areas. Moreover, employees can often make informal placement contacts with key managers and personnel staff. These contacts give employees greater visibility and enable them to make more effective use of job posting mechanisms.

Chart I shows the placement support services available in educational institutions and in industry. Most career changers will utilize some of these services in their job search. Unemployed persons who have not sought outside support services this far in the career change process will probably have the most difficulty finding jobs, unless they have made strong career contacts earlier in the process.

CAREER ASSESSMENT/FUTURE PLANS

After a career change placement is obtained, the individual should

assess the new career at regular intervals to determine whether or not it is meeting his or her expectations. If the new career postion is not satisfactory, it would be advisable for the individual to review the career change process in order to isolate the problem factors. Were abilities and skills adequately assessed? Was there enough information about the career area and the types of tasks involved? Was education or training adequate? Was the job market for the career area accurately anticipated? What is lacking in the specific position? Is this problem associated with the job, the employer, or the career in general? These are the types of questions which will help the career changer to find out what went wrong and direct him or her to the step in the process which requires the most attention. In some cases, this may mean that the individual needs to find a different job either within the firm or with a different employer. In other cases, more counseling, or additional education and training may be necessary.

If the career changer has received career counseling at an educational institution or community agency, follow-up counseling assistance might be available from the same source. Similarly, if the individual has graduated from a degree or certificate program, faculty and advisory committee members may be able to offer assistance. Educational institutions sometimes conduct follow-up evaluations of their graduates to determine whether or not career counseling services or training programs have been effective.

In business and industry, similar follow-up procedures can be found. Questionnaires are sometimes sent to employees who have participated in career planning or lateral transfer programs to determine their present career situations. More commonly, however, the individual's new manager will be the primary person who can assist the dissatisfied career changer. In cases where there is a manager-employee conflict, the career changer can usually approach the firm's career counselor or its employee relations staff for assistance in dealing with dissatisfaction concerning a career move. Chart I shows the various follow-up/evaluation mechanisms utilized by educational institutions and by business and industrial firms.

In most cases, career dissatisfaction will not be immediate. An individual might work for a year, for five years, or even for ten years before deciding to reassess his or her career direction. Yet, because the individual has already gone through the career change process once, he or she is more likely to know how to repeat the process than a first time career changer. With the evidence suggesting that many people make more than one career change in the course of their lives, it becomes quite important that the career change process be seen as cyclical rather than linear.

Although the career change model described here is fairly straightforward when it is utilized by individuals, its relevance to organizations is not always evident. Career Change programs in most educational institutions and business and industrial firms do not fully address all of the tasks that most individuals must perform. In many cases, only one or two of the major functions will be evident within a specific organization. Among the exceptions to this are the career change programs described in this Handbook. Chapter III briefly describes these programs and indicates how they differ from other programs identified during the Project's survey.

Chrysallis Center client in new career.

3

Identification of Career Change Programs

During the first stage of the Career Change project, survey questionnaires were mailed to 1500 postsecondary educational institutions and to the 800 largest U.S. manufacturing and service firms in order to identify organizations offering extensive support services to career changers. Seven hundred and eight educational institutions (46%) and 143 firms (18%) responded to this survey. Of these, 190 educational institutions and 27 firms indicated that they were operating some kind of program designed to assist individuals in making career changes.

In order to determine how substantial these programs were, follow-up questionnaires were mailed to program administrators. Responses to these questionnaires, as well as to subsequent telephone calls, indicated that the majority of these programs addressed only one function (usually counseling or education/training) in the career change process discussed in Chapter II. Other programs addressed two functions, but had no linkage mechanism between the two functions. When our follow-up procedures were completed, we had identified only a few programs which addressed most or all of the functions in our preliminary career change model.*

Seeking additional comprehensive career change programs, we then initiated a telephone survey of organizations recommended by the Project's

* The Final Report for the Career Change Project contains copies of the questionnaires used for schools and for firms. The Report discusses the survey results, program identification procedures, and the Project's writing and editing process.

network of contacts. We eventually spoke with program administrators in over 100 organizations. These contacts furnished us with a number of program leads and finally enabled us to identify several additional programs for further study.

Site visits were then made to five firms, two schools, three government agencies and one association. Ten case histories were subsequently written about programs in these organizations. Information also was collected regarding nine school-based counseling centers, which were then described in an overview monograph. Condensed versions of these documents appear in Sections II, III, IV and V of this Handbook.

The following discussion briefly describes these programs and provides a general picture of the types of career change activities we found in business and industrial firms, educational institutions, government agencies, labor unions, and associations. Programs for women and other special needs groups are also briefly discussed, as are the issues of community cooperation in the provision of services for career changers.

PROGRAMS IN BUSINESS/INDUSTRY

Our survey and telephone contacts with some 200 U.S. business and industrial firms indicated that most firms (in our sample) were aware of the career change phenomenon, but only at the beginning stages of program implementation. In most instances, this meant that firms were planning or had initiated a workshop in career and life planning for interested employees. In a few cases, it meant that career planning materials had been designed to assist company managers in conducting career discussions with their employees. Usually firms did not insist that managers use these materials, but merely provided them as a resource. In a few firms, however, managers were expected to initiate career discussions as part of their overall responsibility for developing their employees.

Occasionally, firms had developed information resources to assist employees involved in career planning activities. For example, some firms had developed job descriptions (including skill requirements) for their jobs. These were especially valuable to employees who did not know which company jobs would best meet their needs. Career information libraries, including career change relevant publications and information about internal career opportunities, had also been established by some firms.

Extensive education and training opportunities had been developed by some firms. In our sample, however, those firms which had outstanding counseling-information services usually did not have outstanding education and training components and vice versa. Most firms had some sort of tuition aid or reimbursement program enabling employees to take job-relevant courses or degree sequences at educational institutions in the community. A few firms had extended their tuition aid benefits to include courses relevant to future company jobs. Other education opportunities in firms included on-the-job training options, ongoing in-house education courses, short-term training programs for specific jobs, and management training programs.

A variety of placement mechanisms had also been developed in business and industry. Most firms offered some kind of job posting system for their employees. However, in many cases, employees not currently qualifying for posted jobs had difficulty using these systems. Moreover, coordination between career planning, education and training, and job posting mechanisms appeared to be scant in most companies. Some firms had solved this problem by initiating special cross-training or lateral transfer programs which increased their participants' chances of securing career change placements. However, these programs appeared to be available only to a small number of employees.

When we consider the overall variety of the career change mechanisms available in business and industry, the results are encouraging. However, when we consider the fact that more than one or two functions are rarely available within one organization, the difficulty of identifying full-scale career change programs in industry becomes evident. After considerable information gathering and deliberation, the Project staff selected programs in four firms for further study. These firms were Tektronix, Polaroid, Connecticut General Life Insurance Company, and "The Communications Company" (a pseudonym). Articles on programs in these firms appear in Section II of this Handbook.

The first firm we studied was Tektronix, Inc. Most of the key career change mechanisms at Tektronix were developed early in the Company's history. The Firm's founders stressed the importance of career mobility for employees and the Company's managers have always been encouraged to hold informal career planning sessions with their employees. In the same manner, education and training opportunities were given high priority when the Company was developing its product line during the 1950s. These education opportunities have gradually expanded to include several degree programs offered by area schools at the worksite and an outstanding in-house education program offering informal courses in technical subjects, arts and crafts, and many human potential development subjects. The job posting system at Tektronix has also been expanded over the years, and the Company has added several new support services which assist employees in making career changes. Among these are individual and group career counseling and special career workshops offered by the Company career counselor and Human Resources Representatives.

In its overall orientation toward its employees, Polaroid Corporation is quite similar to Tektronix. The company began to encourage employee career development from its inception. Beginning with a tuition aid program, Polaroid slowly expanded its education program to include extensive in-house courses and career counseling workshops and services. For employees who desire career planning, Polaroid offers a Career Development Series, which includes an orientation session, a career awareness workshop, a workshop on resume writing and interview skills, and a career search workshop. Employees who participate in the Series learn how to plan and manage their careers and are given suggestions about how to use Polaroid's job posting system. Individual career counseling is also available to employees.

Although managers at Tektronix and Polaroid frequently initiate career discussions with their employees, this is done voluntarily by individual managers. At Connecticut General Life Insurance Company, managers have a more formal and central role in the career planning process. They are expected to conduct annual "development appraisals" with their upper level employees. Through the development appraisals, employees and their managers discuss potential career directions which may involve promotions, lateral moves, or downward moves. An action plan, which states the employee's career goal and steps necessary to reach it, is subsequently written, and this is then used by Personnel staff to fill many upper level positions. Managers are expected to follow up on their employees' progress every four months. Connecticut General also offers employees a variety of education and training opportunities. These include a tutorial program in basic skills, workshops in life planning, accredited courses in the insurance field, and a tuition aid program for job relevant courses. The firm also has two placement mechanisms, a weekly job posting for lower level positions and a personnel network for higher level positions.

Unlike the above three firms, The Communications Company has neither a variety of support services nor a manager-based career planning process. As an initial step in building a career change system, the Company created the position of employee advisor to serve as a broker between dissatisfied employees, their managers, and the Company. The employee advisor conducts individual career counseling sessions, maintains continual contact with the Company's managers and interacts closely with the Company's Affirmative Action and Organization Development Departments. The advisor maintains an employee file that lists the skills and career goals of clients. Drawing on this file, the advisor matches clients with positions identified through the Company's formal job posting system and the advisor's extensive informal network of contacts. The advisor also helps organize workshops and career seminars designed to inform employees about the variety of career options available in the Company and possible ways to pursue these options. The success of this approach depends greatly on the ability of the employee advisor to elicit the cooperation of managers, education and training staff, and personnel administrators. However, it is not known if the employee advisor approach would be effective in an organization employing more than 1,000-4,000 persons.

PROGRAMS IN EDUCATIONAL INSTITUTIONS

Our survey and telephone contacts with some 750 postsecondary educational institutions indicated that the majority of these institutions did not operate career change programs as such, but clearly had a number of career changers enrolled in their continuing education programs. In some cases, career changers represented a substantial percentage of the adult student enrollment in these institutions. In spite of this, most postsecondary educational institutions in our sample made little distinction between career

changers and other students seeking career preparation. As a result, most schools had not developed special counseling, education or placement services for their career change clientele.

A few educational institutions in our sample seemed to have made a more conscious attempt to address the special needs of career changers. In these institutions, special career counseling services had been developed in order to assist adult students in clarifying their values, identifying realistic career directions, and addressing career-related family problems. Although these services frequently were offered as career counseling courses or workshops, a few educational institutions had developed full-scale career counseling centers. These centers offered such services as individual career or personal counseling, support groups, courses and workshops, job seeking and placement assistance. Most of these counseling centers were sponsored solely by a specific postsecondary educational institution; a few of them involved other community agencies as dual or multiple sponsors. Most of the centers had originally been established to address the special needs of women returning to the workforce, but had eventually expanded their client focus to include working women seeking new careers and, to a somewhat lesser extent, men in mid-career. Realizing that these career counseling centers represented some of the earliest and most widespread attempts on the part of postsecondary educational institutions to address the special needs of career changers, the Project Staff selected nine career counseling centers for further study. An overview article briefly describing these centers appears in Section III of this Handbook.

After considerable scrutiny of both traditional and non-traditional continuing education programs, the Project Staff finally identified two postsecondary educational institutions offering career counseling services, innovative educational options, and realistic career placement opportunities to their career change clientele. One of these, Metropolitan State University in Minnesota, had been established with the purpose of helping adults to design and implement their own individualized educational plans, including plans with clear career change objectives. The other institution, Jamestown Community College in New York, had created a combination of counseling, brokering and educational programs responsive to the needs of adults changing careers, as well as to the needs of employers in the community. Site visits were made to both of these institutions and detailed case histories describing their programs were subsequently written. Condensed versions of these case histories appear in Section III of this Handbook.

Metropolitan State University ("Metro U") was founded in 1971 to offer innovative educational options to adults in the Minneapolis-St. Paul region. Unlike most postsecondary institutions, Metro U expects its students to design their own degree programs. Instead of selecting a major, the Metro U student sets a career or personal enhancement goal and develops a plan detailing the "competences" necessary to achieve that goal. Those competences already gained from prior experiences are then assessed and documented, while "learning activities" are designed to gain the other competences. Learning activities typically include a mixture of courses, inde-

pendent studies, and internships. In designing and implementing their programs, Metro U's 2,300 students are assisted by 25 full-time faculty members and by some 300 "community faculty" members, most of whom are working full time in their respective professions. Thanks to Metro U's norms and procedures, the faculty function more as advisors and tutors than as classroom teachers. Since Metro U gives its students the right and responsibility to plan, implement and evaluate their own learning activities, the university is well-suited for adults preparing to make career changes.

Jamestown Community College (JCC) in upstate New York has initiated several programs in order to achieve a similar outcome. Through a project entitled "In Search of Hercules," JCC has released instructors from the classroom part time to identify the training needs of the local workforce. Functioning as brokers, the instructors then work with employers, unions and the College to develop programs responsive to these needs. These programs are taught by skilled craftspersons in the community as well as by College faculty members. Strong linkages are thus established between the College, local employers and key individuals in the community. Such linkages help to make adults in the community aware of JCC's career-oriented programs, as well as the College's career counseling and related support services. These services in turn are provided by other JCC programs such as the Human Potential Center, Open Studies, and Potential of Women. Close linkages among these services, the College's educational programs, and the Hercules project are achieved by joint staffing. This staffing pattern in turn is fostered by JCC's emphasis upon multiple roles for faculty members who often take counseling and administrative positions on a part-time basis or for one-year terms. As a result, many JCC faculty and administrators know where to direct adults who need assistance in taking various steps in the career change process.

THE RESPONSE OF GOVERNMENT AGENCIES

Since the Career Change survey was not sent to government agencies, leads to government programs were obtained from extensive telephone contacts. Using these contacts, three exemplary programs in government agencies were identified for in-depth study. Two of these programs are specifically designed to serve involuntary career changers and, as such, represent a significant contrast to the other programs studied. Chapters on these programs appear in Section IV of this Handbook.

The first government program which we studied was the Washington State Career Change Program. This program has been operated for the last two years by the Washington State Employment Security Department. To our knowledge, it represents the only state-wide program specifically designed to meet the needs of career changers. Geared toward Washington residents who have become unemployed as a result of health, economic, or technological factors beyond their control, the Career Change Program provided counseling, training, and placement assistance to over 1,100 clients

during its first two years of operation. Because the program met its original goal of placing 60% of its clients in career change positions, it has been continued and its services expanded by the Washington State legislature. The strong possibilities for replication or adaptation of this program model by other states make the Washington State Career Change Programs highly relevant for presentation in this Handbook.

The Second Career Program has been operated for the last five years by the Federal Aviation Administration (FAA). It is designed to assist disqualified air traffic controllers in making career changes. The program offers its clients their full salaries and up to two years of training to prepare for new careers. Although the costs of the Second Career Program are high, many of its strategies have been successful and could be replicated or adapted by other federal government agencies. Our case history on the Second Career Program focuses on the experience of the New England Region of the FAA in administrating the program. Because the majority of the New England Region's clients are over forty-five years of age and have been air traffic controllers for most of their working years, program experiences will be particularly relevant to readers concerned with services for older career changers.

The third government agency program that we chose for in-depth study is operated by the U.S. Army. Late in the Vietnam War years, the Army was extensively involved in Project Transition, a program that assisted servicemen to prepare for civilian careers upon leaving the services. After the demobilization at the end of the War, the U.S. Congress stopped supporting Transition or any substitute career change program for the military services. However, many of the education centers within the military services continued to view career change as an informal priority. The volunteer Army, in particular, maintains mechanisms by which its officers and enlisted men and women can prepare for new careers as well as for upgrading their current military specialties. Some of these mechanisms were pioneered at Fort Belvoir in Virginia. Our article about the Fort Belvoir Education Center describes the counseling and educational options available to military personnel about to make the transition to civilian careers. Of particular relevance is the extensive cooperation between the Fort Belvoir Army Education Center and eight postsecondary educational institutions. These cooperative arrangements between the Army as employer and various public and private educational institutions could serve as examples for other employers seeking to develop strong educational linkages.

THE RESPONSE OF LABOR AND ASSOCIATIONS

As was the case with government agency programs, much of our information about the career change activities of labor and associations came from our network of contacts. Although our research into the area was hardly extensive, phone calls to major national labor organizations indicated that career change options for members was not considered a priority. So far as we could ascertain, only the United Automobile Workers Union (UAW)

had discussed career change in public presentations as an area deserving future scrutiny.

Although phone calls to major associations indicated that there was a genuine concern about the subject of career change, most associations were still in the early stages of brainstorming and discussing possible action strategies. Exceptions to this were the American Management Associations (AMA), the Association for Training and Development (ASTD), and the Adult Education Association (AEA), all of which had sponsored major preliminary activities such as conferences, curriculum development, and career change publications.

Only one comprehensive career change program in an association was identified. Consisting of seminars, self-study modules and a management degree sequence, this multi-faceted program was developed by the National Association of Bank Women (NABW), located in Chicago. From this program, women gain the knowledge and skills necessary to make lateral or upward moves traditionally closed to them. The management degree segment of the NABW program involves close ties to local banks, and strong collaborative arrangements with Simmons College in Boston, Mundelein College in Chicago and Pitzer College near Los Angeles. Management Degree participants take courses and intensive institutes designed to avoid conflicts with their work schedules. Like other NABW offerings, the degree sequence includes career counseling sessions, support groups, and a variety of management courses geared for working women. The NABW program, elaborated in Section V, provides an excellent example of how an association can serve as a broker between employers and educational institutions in order to open up career development and career change options for its members.

SPECIAL NEEDS PROGRAMS

Foundations and Government Funding Agencies have also played important third party roles in encouraging the development of career change services for special needs groups. Government funding has fostered the development of a number of career change services for aerospace engineers and women returning to the workforce. Foundations have funded career change services for college faculty and other professionals who are forced to consider new career options.

The NABW program (just described) can actually be viewed as a special needs program sponsored by a foundation. In this case, the special needs group was women in the banking industry and start up funding was provided by the Carnegie Corporation of New York. Other programs of this type are briefly described in Section VI of this Handbook. Because some of these programs were just beginning at the time of our survey, they did not receive the in-depth consideration they may now deserve.

COMMUNITY COOPERATION IN ADDRESSING ADULT CAREER NEEDS

In studying career change programs in educational institutions, industry, government agencies, and associations, it became clear to us that one of the most vital ingredients of program success is the establishment of strong linkages within and between organizations. To best meet the needs of the individual career changer, the career change program frequently must be able to play a brokering or facilitating role between the major institutions offering services relevant to the career situation of the individual.

Through our extensive surveys and network of contacts, we often discovered several similar programs for career changers in a specific community. In one community in particular, several firms had initiated career and life planning programs for employees and several educational institutions had established career counseling centers for adult students. Yet, despite the proliferation of career counseling activity in this community, there had been little attempt to coordinate the services of these isolated programs.

Career changers within business firms frequently need schools to provide educational counseling, credit for life experience, and flexible entrance requirements, while career changers in educational institutions need concrete feedback about their career aspirations from employees, supervisors and personnel directors in business and industry. Clearly, there are many areas in which employers and educational institutions could share their expertise in facilitating career changes for adults. Yet, few linkages of this kind have been established. This reticence of institutions to cooperate and coordinate services appears to be a nationwide phenomenon, and perhaps the greatest obstacle to the development of comprehensive career change programs.

As most program administrators know, establishing a career change mechanism or program involves a certain degree of risk. Educational institutions providing career counseling may have to refer their clients to the worksite rather than to the classroom, or they may have to refer their clients to other educational institutions. Employers providing career planning may lose valuable employees to other employers or to full time educational programs. Labor organizations and associations may sponsor career change mechanisms which enable their members to move to entirely different professions. In the short run, the payoff of career change programs might appear rather lean.

Most organizations have responded to this fact by isolating themselves and by attempting to create career change mechanisms within carefully established boundaries. Educational institutions offer career counseling with the goal of attracting participants into their degree programs. Firms offer career planning and job posting with the goal of moving employees to more satisfying and productive careers within their companies. Few organizations seriously consider the long range advantages of encouraging career mobility for their members as a matter of principle.

Yet, as the programs discussed in this Handbook demonstrate, those organizations which have been willing to take the potential risks of losing

members have inspired in those members a greater enthusiasm for and fidelity to their respective organizations. Full-scale community based programs, such as the one in Jamestown, New York, illustrate the long range benefits of inter-institutional cooperation. Firms have increased the skills of their employees; the college has experienced faculty and organizational renewal; government has achieved greater public support and attracted a higher degree of state and federal assistance; unemployment has gone down; and, most important, community pride and involvement have been revitalized.

To be sure, one cannot underestimate the difficulty of establishing such an atmosphere of community cooperation. The Jamestown Community program suggests a model for other small cities, but larger cities will have to develop more elaborate and complex cooperative strategies. Hopefully, the variety of programs discussed in this Handbook will present program administrators with a number of program options which they can discuss and adapt to meet the special needs of their own institutional and community settings. To encourage further sharing between career change program administrators across the nation, we have included throughout this Handbook the names and addresses of individuals who have played key roles in the development of the programs described here.

II

Programs in Business & Industry

- Tektronix
- Polaroid
- Connecticut General
- Communications Company

Tektronix Upward Mobility Workshop.

4

Career Mobility at Tektronix

Tektronix is a world-wide organization, employing some 11,000 people at its home plant in Beaverton, Oregon, and 4,000 others elsewhere in the U.S. and abroad. The Company is recognized as the world's leading manufacturer of ocilloscopes and several other electronic tools. Yet its reputation is not confined to the excellence of its product line. During the last thirty years, Tektronix has developed an outstanding human resources program which provides employees with formal and informal career counseling services, elaborate education and training offerings, and an extensive job posting system.

Tektronix Inc. was established in 1946 by Howard Vollum and Jack Murdock, both ex-servicemen committed to technological excellence and humanistic values. In keeping with these values, Vollum and Murdock organized Tektronix as a profit-sharing firm. They felt strongly that employees who share in the financial benefits and hardships of a company will take a high degree of initiative in their jobs and view themselves as contributors to the vitality of the organization. Tektronix's founders also believed that the long-term success of the Company would depend considerably on the extent to which employees were encouraged to develop their career potential.

In 1947, when the Company built its first oscilloscope, Tektronix employed only a couple hundred employees. Because of its small workforce,

the Company encouraged its employees to learn as many jobs as they could. The more an employee knew about the total process of building an oscilloscope, the more opportunities he or she had for career advancement. Thus, early in the firm's history, it became a norm for employees to move from low level positions into administrative or technical jobs. During the fifties and sixties, when the Company was growing rapidly, Tektronix continued to look within its own ranks – to its janitors, stockworkers, and production personnel – in order to meet its workforce needs for technical, scientific, and administrative staff. During this time, employee lay-offs were unheard of, and terminations were few and far between. True to the vision of the Firm's founders, Tektronix employees were highly committed to developing their careers, and most of them made job changes without much anxiety about the future.

The first major test to employee job security at Tektronix came during the aerospace recession of the early 1970s, when many other high technology firms were forced to lay-off large percentages of their workforces. Previous to the recession, Tektronix decided on several occasions to shut down operations completely for a week at a time, rather than lay off *any* of its employees. This decision was consistent with the Company's policy that, whenever possible, periods of economic decline should be shared by all employees. In August, 1971, however, Tektronix was forced to lay off 350 employees, the only lay-off in the Company's history.

The manner in which Tektronix dealt with this cutback in its workforce provides an excellent example of the Company's concern for its employees. All employees affected by the cutback were informed one week in advance of the lay-offs and given three weeks of pay. Tektronix then began a full scale outplacement program in which it identified 500 outside jobs for the 350 persons to be laid off. All employees accrued length of service during the lay-off. Then, in March, 1972, when the impact of the recession began to subside, the Company offered to reemploy all employees who had been laid off. Sixty percent of the 350 displaced workers elected to return to Tektronix.

This event provides only one of many evidences of Tektronix's commitment to the overall well-being of its employees. The Tektronix work environment provides a more sustained example. Employees are encouraged to "manage" themselves as much as possible. They keep their own hours, take coffee breaks whenever their workflow permits, attend classes during work hours, and socialize freely with co-workers on all levels of the organization. The work areas and lunchrooms were designed to permit this kind of open movement and communication. Moreover, all employees at Tektronix, including the President and other high level personnel, work "out in the open" to demonstrate their accessibility. The daily atmosphere encourages employees to seek out individuals within the Company who can provide information or help to solve problems. At Tektronix every employee is a resource, and veteran employees often go out of their ways to assist new employees in learning the organizational and inter-personal ropes of the Company.

The flexibility and informality of the work environment make certain significant demands on each individual employee; among these, the demand for employee honesty and responsibility is the most crucial. Open cashboxes in the lunchrooms and self-accountability for working hours are only a few examples of the Company's "honor system" at work. Yet, cheating or stealing are highly unusual at Tektronix, perhaps because employees know that what they take from the Company will eventually be taken from their own pockets. At Tektronix, one third of all Company profits go into the profit sharing system. In 1977, profit sharing added 25% of employees' salaries to their annual earnings.

Tektronix's trust of its employees is also evident in its Area Representative system, which was established in 1967 to insure that employees on all levels could make their questions and concerns known to top-level management. Although this kind of open communication had occurred informally throughout Tektronix's history, the Area Representative system insured a company-wide visibility for employee concerns.

In addition to serving as liaisons between employees and high level management, area representatives are responsible for organizing monthly activities designed to increase employee awareness of the Company, its products, its jobs, and its employee development programs. Since area representatives must be elected every year, many Tektronix employees have had the opportunity to function in this leadership role. In 1977, there were 280 area representatives, each of them elected by employees in a specific geographical area of the Company.

By encouraging this kind of democratic atmosphere, Tektronix has elicited a high degree of motivation from its employees, as well as an overall employee trust in the organization. Within this context, the extensive employee use of career development/career change mechanisms at Tektronix becomes understandable. These mechanisms include informal and formal career counseling services, elaborate education and training offerings, and an extensive job posting system. As the following discussion shows, the company atmosphere encourages informal linkages between these mechanisms, thereby increasing the extent and effectiveness of their use.

INFORMAL COUNSELING AT TEKTRONIX

The informality of the Tektronix work environment fosters frequent discussions between managers and their employees. While many of these discussions may center around a specific job task or rescheduling of work hours, it is common for employees to initiate general talks with their managers about their future career directions. As a rule, Tektronix managers are highly supportive of career development and career change options for their employees. Most managers have made several job changes in the course of their own careers at Tektronix and tend to view this employee desire for change in work content and setting as a natural phenomenon. Some managers will actively facilitate such changes by making contacts with other managers in areas of the Company which interest their employees. This kind

of cooperation usually exists whenever there is rapport between a given employee and his or her manager.

However, in instances where employee-manager rapport is limited, employees often seek career planning assistance from other key individuals in the Company. These individuals might be an employee's previous manager, a potential manager, a human resources staff member, an education and training staff person, a high level executive, an area representative, or anyone else whom the employee might know and trust. This person may offer the employee suggestions about how to approach his or her manager, or may suggest key contacts the employee should pursue. It is not unusual for an employee to speak with a variety of such contacts before developing a concrete career strategy.

Jim came to the Company as a janitor in 1963, and was eventually promoted to a custodial services management position. He was then responsible for 129 Company employees and 45 contractors. After working to organize this group into a highly efficient crew, Jim felt the need for another challenge. He decided on a lateral move and secured a position as a maintenance supervisor. While working in this new job, Jim suffered a heart attack.

While he was recuperating, it became obvious that he would no longer be able to do the kind of physically demanding work he had been doing. When he returned to Tektronix, he looked for a position which would be mentally challenging without demanding much physical exertion. He was hired as a transportation coordinator and, using his ingenuity, he arranged with the city bus company to have regular bus routes through Tektronix property, and he helped design and implement a car pooling system for Company employees.

Jim subsequently made another lateral move to an office services manager position; and in this job he developed an improved system for servicing Company vending machines. Then, for personal reasons, Jim took a six month leave without pay.

When he returned to Tektronix, Jim took a job as a tool crib attendant, a job lower in salary and seemingly lower in responsibility than his previous jobs. However, Jim soon disproved any assumptions that the attendant job was either menial or routine. In this position, he developed a system for housing and lending tools. The resulting rows of metal cabinets with their carefully marked drawers and the sign-out system for tracking tools greatly improved the efficiency of the job function.

Jim's experience is not unusual at Tektronix. Like Jim, many other employees enjoy changing jobs periodically. By doing this, they can avoid long periods of task repetition and the complacency which often accompanies them.

For most individuals, the pursuit of such a network of career contacts will provide an adequate amount of career counseling and exploration. However, for some employees, this informal counseling system has proven

time consuming and minimally effective. This has been particularly true for employees who are highly dissatisfied with their jobs but who have no idea of what they would like to do, as well as for employees whose career difficulties are accompanied by personal/family problems or special barriers. To meet the needs of these employees, Tektronix has established in its Employee Relations Department a number of more formal career couseling related services. These include Human Resources Representatives, a Company career counselor, and special career-related workshops and programs.

HUMAN RESOURCES REPRESENTATIVES

The Human Resources Representative system was established in 1976 to assist employees having difficulty using the Company's informal communications network. Initially, five full time positions were created, each representing employees in one of the Company's five corporate groups. Additional positions were added in 1977.

The Human Resources Representatives (Reps) function as counselors and referral agents and attempt to resolve questions or problems which employees are unable to resolve with their managers and network of contacts. They provide initial career and personal counseling, deal with conflicts between employees and line managers, provide information on Equal Employment Opportunities and Affirmative Action issues, and inform employees about education and training offerings, job opportunities procedures, and special human resources programs and workshops. When they cannot answer a question or resolve a problem, they know where to find the necessary information or assistance. Because the Human Resources Reps must provide preliminary information about a broad range of Company practices and policies, they spend a good portion of their time maintaining contact with high level administrators, whose support they have had since the system's inception.

A Human Resources Rep whom we interviewed during our site visit to Tektronix indicated that she had met with about one third of the employees and one-half of the managers in her corporate group. Of the five hundred employees who had sought her assistance, over one hundred had needed career counseling or career planning assistance. Most of these individuals required only a couple of counseling sessions to clarify their career directions. However, some employees required intensive career counseling and were referred to the Company's career counselor.

THE ROLE OF THE CAREER COUNSELOR

In 1976, Tektronix hired a woman with formal education and experience in career counseling. Previous to this, the emphasis at Tektronix had been on personal, family, drug and alcohol counseling. In hiring a career

Jane has been employed at Tektronix for three years. She began working a swing shift in the production area and soon got bored with her job. She had little idea of what she wanted to do, but she knew that she had to find a different job. While attending a psychology class in the Tektronix Education Program, Jane heard about the Company's career counselor, and approached the counselor for help with her career problems. Her individual sessions with the counselor helped Jane to develop confidence in her abilities and to gradually determine a career direction. Like many career counseling clients, Jane went out into the Company and interviewed employees and managers to try to ascertain the type of job responsibilities and work setting that would come closest to meeting her needs. She also attended Upward Mobility seminars and received support from her peers in addressing family and work issues. As a result of this support, Jane secured a promotion to an inspector position in the production area, and is now a candidate for the Management Training Program.

counselor, Tektronix formally recognized the need of some of its employees for intensive career planning and counseling.

One of the career counselor's first activities was to hold training workshops in career counseling for the Human Resources Reps so that they would be able to do first phase career counseling with their clients. Clients needing in-depth counseling would then be referred to the career counselor.

A similar referral arrangement was established with the Job Opportunities Center Coordinator. Since all employees who apply for jobs listed in the weekly Job Opportunities paper must submit applications to the Coordinator, she is in a unique position to notice those employees who are applying for jobs indiscriminately. These individuals are usually in the Job Opportunities office every week and are constantly being turned down for new jobs because they don't meet the requirements for the positions they are seeking. When the Coordinator notices this, she usually suggests that such employees see either their Human Resources Representative or the career counselor.

In her work with employees, the career counselor initially stresses employee self-assessment of abilities and interests and identification of potential career areas. Employees are then expected to speak with managers and employees in those areas to gain first hand information about specific jobs, requirements for those jobs, and the overall work environment. Often, managers will give the employee concrete advice about how to prepare for jobs in the career area. In many cases, specific education and training courses are suggested.

Once the employee develops a career plan and begins acting on it, the career counselor oversees that employee's progress and provides continued counseling as needed. Often follow-up counseling takes place in a group setting, where employees can share their career progress and obstacles with each other.

The career counselor holds an average of twenty individual counseling sessions per week. In addition, she runs four weekly career counseling groups involving ten to fifteen participants per group, and teaches a career planning course in the Company's in-house education program. The rest of her time is devoted to long-range planning with administrators within the Human Resources Group.

EMPLOYEE RELATIONS WORKSHOPS AND ACTIVITIES

In addition to career counseling services provided by Human Resources Reps and the career counselor, Employee Relations offers several workshops which enable employees to explore their career potential. One of these workshops, *Achieving Your Potential,* is a two day career and life planning session offered to groups of employees by demand. Employees are selected by their managers to participate in the workshop on Company time; however, the workshop is also available to other employees who wish to participate on their own time.

Focus on Choices is a series of workshops, featuring speakers and panels dealing with career and life planning and related topics such as assertiveness training, increasing job options, and personal goal setting. This program has involved over 250 employees each time it has been offered. It is a full day program and is offered off-site.

The *Upward Mobility Program* also includes a number of career relevant activities. An informal group, composed primarily of women and minorities, Upward Mobility features regular seminars in career and life planning, non-traditional jobs for women, and other subjects responsive to the concerns of participants.

In addition to these workshops, Employee Relations has worked with several other Tektronix departments in developing new career planning options and career information tools. These include a career planning course offered through the Company's Education and Training Department, a career and life planning course for managers offered through the Management Development Department, and a career path booklet developed in conjunction with the Compensations Department staff. This booklet identifies seventeen functional areas and career families at Tektronix and describes all non-exempt* jobs in these areas based on interviews with employees and managers. The booklet also shows typical lateral and upward moves within the Company and, as such, is an important counseling tool for Reps, the career counselor, and others assisting employees with career planning. A similar career path publication is now being prepared for all exempt jobs at Tektronix.

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*The distinction between "exempt" and "non-exempt" jobs is based on a complex set of regulations under the Fair Labor Standards Act. As applied in many business and industrial firms, non-exempt workers are likely to be unionized and paid over-time for extra work, while exempt employees usually are salaried.

Although the variety of career counseling and planning services described above is clearly necessary for some employees, many Tektronix employees have little difficulty identifying the jobs they desire. These employees usually go directly to Education and Training to learn the skills they need to qualify for desired positions.

EDUCATION AND TRAINING PROGRAMS

Education and Training Programs at Tektronix have achieved a degree of responsiveness to employee concerns which is, to our knowledge, unusual in comparison to other firms. For many employees, Education and Training is the primary information center for exploring career development opportunities within the Company. In talking with Tektronix employees, we were given the impression that Education and Training has something for everyone in the Company. This impression seems to be supported by the fact that over one half of the 11,000 employees at Tektronix's home plant currently participate in at least one of the Company's educational options.

The Tektronix Education and Training Department operates three major programs and several adjunct services. The three major programs are the Tuition Refund Program; the Tektronix Education Program (TEP); and the Cooperative Education Program.

Through the *Tuition Refund Program*, employees are reimbursed 100% for job-relevant courses and 50% for all other courses offered by educational institutions in the community. The decision as to whether a course is job-relevant or not is made by the employee's manager. Most managers consider a course to be job-relevant if it is related to either a present or future Company job opportunity. For example, a maintenance person would be granted a 100% refund for an electronics course, but only a 50% refund for a history course.

In the 1976-77 fiscal year, 1,658 employees received tuition assistance from Tektronix. In two out of every three cases, employee courses were paid for wholly by the Company.

The *Tektronix Education Program* (TEP) involved another 4,686 individuals and resulted in 7,029 course completions. Unlike the courses offered by colleges and community colleges, TEP classes are non-credit, offered on a pass-fail basis, and are usually taught by Tektronix employees. These factors help to create an informal and non-threatening learning environment, in which employees can learn from and with their peers.

Over 400 TEP classes were offered in the 1976-77 fiscal year. These classes covered subjects such as electronics, physical sciences, materials and processes, data processing, business, office skills, communications skills, and human potential development. The courses cost about $10 each plus the cost of books; many qualify for Continuing Education Units (CEUs).

Because many of the TEP classes are skill oriented, they are often used by employees who want to prepare for different jobs within the Company. By taking one or two courses, many employees have been able to qualify for

new and more challenging jobs. The classes also help employees gain confidence in their abilities. Employees who do well in TEP classes often use the Job Opportunities system more frequently, become more outspoken with their managers about their career directions, and sometimes even decide to enroll in the more academically oriented cooperative degree programs which are offered on-site.

The *Cooperative Education Program* provides an excellent example of how a Company can work with a wide variety of community educational institutions in order to make degree programs more readily available to its employees. Much of the success of the Cooperative Program at Tektronix is due to the slow nurturing of ties between the Company and Portland Community College.

In 1963, Tektronix employee Jim Sayer, now Manager of Education and Training, went to Portland Community College to teach technician courses to help meet the Company's needs for trained technicians. He taught full time at the College for about three years and, in the process, developed close working relationships with the College's President and several key faculty members. When Jim Sayer returned to Tektronix, he was able to use these contacts to facilitate enrollment of employees in the College's technical programs. In 1970, the College agreed to begin offering courses at Tektronix.

Sayer then began working with the College on negotiations for a Washington County satellite campus. In 1975, that campus was established, just a few miles from the Tektronix industrial park. The proximity of the new campus encouraged greater numbers of Tektronix employees to take advantage of the Tuition Refund Program, and made it easier for the College to offer classes at the worksite.

By that time, other educational institutions in the Portland area had begun to concentrate on expanding continuing education offerings in order to attract adult students. Since Tektronix is the largest private employer in the State, schools were anxious to cooperate with the Company's Education and Training Department. Before long, Tektronix was able to work out arrangements for on-site degree programs with several area higher educational institutions. To date, cooperative arrangements have been established with Portland Community College, Marylhurst Adult Learning Center, Portland State University, University of Portland, Oregon State University, and the Oregon Graduate Center. In 1977, a range of associate, baccalaureate, and masters degree programs were offered by these schools.

In the 1976-77 fiscal year 634 Tektronix employees participated in these degree programs and 86 employees audited courses within them. Eleven employees graduated from their degree programs, nine of them receiving MBA degrees and two receiving BSEE degrees.

OTHER EDUCATION PROGRAMS

Although the Tuition Refund, TEP, and Cooperative Programs represent

Roy has worked at Tektronix for 21 years. He worked in the formal assembly area for 14 years. When the Company closed his department in 1970, Roy took a calibration job in the test department. He was not satisfied with his new job and began discussing his career with his manager, who suggested that he talk with a manager in the facilities area. Roy received a great deal of encouragement from the facilities manager and determined to take a course offered by Portland Community College so that he could prepare for a career in this area. He received 100% tuition reimbursement for this course and, when a job opened up in the facilities area, he applied for it and was hired. In order to move into facilities, Roy had to take a cut in salary. He expected that it would take him two years to advance beyond the salary range of his previous job. But, due to his high motivation, he surpassed his previous salary range in just six months. And, in less than two years, Roy was promoted to a senior maintenance position in the facilities area. In the process, he jumped several salary levels.

the major portion of Education and Training offerings, other programs and services should be mentioned. One of these is the Industry Experience Program; through this Program, faculty from the area engineering schools spend the summer months working at Tektronix in order to stay abreast of the latest technical processes and equipment. Arrangements are now being made to extend this faculty inservice agreement to Portland Community College and other non-engineering schools. At present, two Portland Community College faculty members are working at Tektronix, but in the future Tektronix plans to create thirty full time positions, which will be staffed by faculty members from area schools on a rotating basis. Since many Tektronix employees have taught in the Portland Community College evening program, the possibility of establishing faculty-employee exchanges will be greatly increased by the expansion of the Industry Experience Program.

Other specific in-house training programs have been created to facilitate career development opportunities for women and minority employees. The *Management Training Program*, for example, has focused intensively on recruiting women participants who, in 1976-77, represented over 50% of the trainees in the Program. Moreover, the Tektronix Crafts Training Program involves 73% women and 10% minority employees in eight weeks of full time training which prepares them for technical positions. Many of these positions have been traditionally closed to women employees.

Several operating areas also offer non-traditional training for women. The Test and Measurement Division offers a 600 hour program which qualifies participants (70% are women) to be electronics technicians. And the four year air conditioning training program qualifies its graduates (50% are women) to be senior maintenance persons.

Such non-traditional training opportunities for women are given high priority at Tektronix, and rightly so, since 45% of all Tektronix employees are women. It is no surprise then that many of the more dramatic career

changes taking place at Tektronix are being made by women employees.

In addition to the variety of courses and special training programs offered by Education and Training, the Department also provides educational counseling; GED, CLEP and other educational assessment testing; and educational loans. The Department also maintains a modern library housing 10,000 volumes, 450 periodicals, and information and data bank services. The Department employs 13 full time staff members, as well as 125 part-time TEP instructors.

The extensive services and programs offered by Education and Training enable thousands of Tektronix employees to prepare for jobs which require additional skills and knowledge. Once an employee has decided on a career direction and learned the additional skills necessary, he or she can receive placement assistance from the Tektronix Job Opportunities Center.

THE JOB OPPORTUNITIES CENTER

The primary service of the Job Oppportunities Center is the publication of "Job Transfer Opportunities," a weekly newspaper which describes in detail all job openings in the Company, including their pay ranges. The paper also includes a completed application and one page resume, which applicants can use as models in preparing their own applications and resumes. Employees interested in positions advertised in the paper fill out applications at the Job Opportunities Center. Should they have questions about the requirements for a specific position, or about the interview and transfer process in general, employees are given information and counseled by the Center Staff.

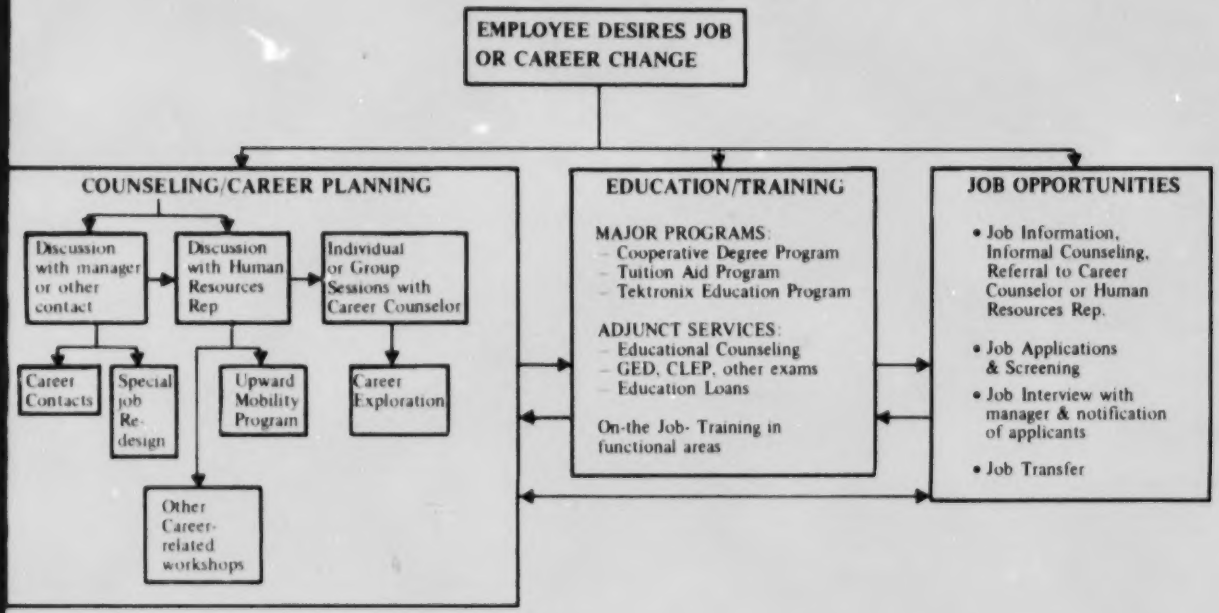
Once an application has been submitted to the Center, it is reviewed and usually forwarded to the manager in whose area the open position exists. Employees who are obviously not qualified for positions are notified by the Center that their applications have not been forwarded. The manager then reviews the applications which have been forwarded and arranges interviews with the applicants. When the interviews are completed and the manager has made a decision, he or she is required to notify all applicants of that decision and the reasons for it. Managers are also required to document the dates on which interviews and notifications take place.

The Job Opportunities Center processes about 250-300 job opportunity transfer applications each week. These applications result in approximately 200 job transfers per week.

OUTPLACEMENT STRATEGIES

Some employees may have moved around the Company enough to know that they cannot find career satisfaction at Tektronix. Others may desire to rearrange or decrease their work hours so that they can devote

CHART I: MAJOR CAREER CHANGE MECHANISMS


EMPLOYEE DESIRES JOB OR CAREER CHANGE
COUNSELING/CAREER PLANNING
Discussion with manager or other contact
Discussion with Human Resources Rep
Individual or Group Sessions with Career Counselor
Career Contacts
Special job Re-design
Upward Mobility Program
Career Exploration
Other Career-related workshops
EDUCATION/TRAINING
MAJOR PROGRAMS:
– Cooperative Degree Program
– Tuition Aid Program
– Tektronix Education Program
ADJUNCT SERVICES:
– Educational Counseling
– GED, CLEP, other exams
– Education Loans
On-the Job- Training in functional areas
JOB OPPORTUNITIES
• Job Information, Informal Counseling, Referral to Career Counselor or Human Resources Rep.
• Job Applications & Screening
• Job Interview with manager & notification of applicants
• Job Transfer

more time to an avocational pursuit or to preparation for a new career outside of the Company. Although Tektronix has responded to such instances individually, it has generally assisted longstanding employees to pursue individual development plans that are non-Company related.

Suppose, for example, that an employee wants to become an elementary school teacher. The Tuition Refund Program will pay for at least 50% of many of the courses the employee takes toward that goal, even though elementary education courses have no obvious relevance to jobs at Tektronix. Moreover, that employee might be granted a *forgiveable education loan* in order to pursue his or her studies. The loan, which is intended for employees taking Company-related courses, has occasionally been granted as a kind of reward to longstanding employees who desire to prepare for jobs outside the Company.

Managers will usually do whatever they possibly can to assist employees with good work records. There have been several occasions when individual managers have approved a reduction in work hours without a reduction in pay for a particularly deserving employee. In other cases, managers have actually created jobs to match the specific interests and abilities of an employee in order to keep that employee in the Company. Such arrangements do not result from any formal policy. They are rather special tributes to employees who have made substantial contributions to Tektronix.

SUMMARY OF CAREER CHANGE PROCESSES

As can be seen from the above discussion of major career change mechanisms at Tektronix, there are a variety of ways by which individual employees actually affect job or career changes. Chart I shows the major Career Change mechanisms and indicates some of the flexible ways in which they are used by employees.

As shown in the Chart, employees may receive career counseling assistance from their managers, from Human Resources Reps, or from the career counselor. Usually, in the course of their informal or formal counseling activities, employees will explore potential career options by talking with managers and employees in areas where they might like to work. For some employees, this counseling and exploration may be very informal and may take only a few hours of their time; for others it may be more formal and may take weeks or even months of work.

Most employees participate in some kind of education and training program to prepare themselves for new jobs or careers within the Company. For some employees, this may mean taking one or two technical courses through the TEP Program; for others it may mean participating in an on-site degree program. In some instances, however, employees may use the job opportunities listings to change jobs without participating in education offerings.

The overall career change process at Tektronix is a fluid and everchanging one. It retains the Company's original emphasis on informal

communication and employee initiative. Yet it also contains more formal mechanisms to address the special needs of employees who are particularly confused about or blocked in their career development. It is this tension between formal and informal approaches to career planning that is likely to produce an even more sophisticated career mobility system in the future.

HUMAN RESOURCES PLANNING

Tektronix's commitment to human resources is as impressive today as it was thirty years ago. The Human Resource Group now employs some 500 staff members and operates with a budget of over $5 million. New positions and additional dollars continue to be budgeted as they are needed. At Tektronix, there is a vital commitment to insure that human resources programs and services keep pace with the Company's economic and workforce growth. The President of Tektronix and the Company's Corporate Group are among those most dedicated to the development of the Company's human resources. With their support, the Director of Human Resources and his staff have initiated a *Joint Human Resources Task Force* to study and coordinate career planning activities for the Company.

The Task Force is currently designing a career planning system which will address employee needs for counseling and development from the hiring point all the way through to retirement. Many of the components of this system already exist. Others will be created in the future.

This joint human resources focus on career planning is gradually providing Tektronix with an organizational framework in which current career counseling and planning services will be expanded and more closely tied to the extensive educational offerings and job transfer options which already exist within the Company. The implementation of new program components will likely make the career change process increasingly visible and accessible to employees. It may also make it easier for employees to make more unusual or non-traditional career changes.

It is unlikely, however, that these new activities will greatly increase the amount of career mobility within the Company. Already, Tektronix has come very close to meeting its goal of filling 90% of its non-entry-level positions from within the Company. This fact alone confirms Tektronix's continued commitment to the growth and development of its employees.

Other organizations can learn a great deal from the Tektronix experience. The overall work environment, the honor system, and the area representative system all show how a company can implement democratic mechanisms which encourage employees to take responsibility for themselves and to work for the overall well-being of the organization. The career planning and counseling services provided by managers, human resources reps, and the career counselor show how multiple counseling options can be developed to meet the varying needs of employees. Education and Training programs at Tektronix demonstrate how flexible tuition aid arrangements, substantial and varied in-house courses, and on-site cooperative degree programs encourage employee self and career

development. And the Job Opportunities Center shows how a widely distributed weekly job listing publication and a straightforward job application procedure can increase job movement and career renewal within a company. These are some of the primary reasons why Tektronix's career programs and services should be highly relevant to other firms attempting to meet the career needs of their employees.

FOR FURTHER INFORMATION:

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PROGRAM CONTACT:

Jim Sayer, Manager; Education and Training; Tektronix, Inc.; P.O. Box 500 Beaverton, Oregon 97077.

Polaroid Career Changer.

5

Career Planning at Polaroid

During the last five years, Polaroid employees have been realizing that they can no longer expect the Company to initiate their career advancement. By participating in career planning workshops and individual career counseling employees are learning to manage their own careers.

The Polaroid Corporation employs over 12,000 people at its four Massachusetts locations. For years Polaroid has been known as a firm which combines technical excellence with outstanding employee development options. Many of these options were instituted during the 1950s at the request of Dr. Edwin Land, Polaroid's founder. Polaroid's Office of Careers, for example, began offering career counseling to employees as early as 1956. The Company's job posting system was initiated even earlier. Throughout the 1950s, large numbers of Company employees took in-house technical courses and participated in external degree programs through Polaroid's Tuition Aid Program. During this time, opportunities for employee advancement were numerous, and education usually led to promotion.

In the 1960s, Polaroid expanded even more rapidly and upward mobility seemed almost guaranteed to employees who desired it. Polaroid's Personnel staff was continually under pressure to find experienced people to fill new positions, and Company managers played an active role in encouraging employees to take advantage of promotional opportunities.

Meanwhile, the Company had begun to experiment with job-redesign strategies, job rotation options and other techniques designed to improve the

quality of work life. Although some of these experiments were successful, others were clearly ahead of their time. Similarly, the Office of Careers had pioneered several innovations which would not be fully developed or utilized for another decade. Among these were the development of a Career Fields Guide describing all blue collar jobs and job families in the Company, employee self-directed career planning tools, and training sessions for managers in career counseling and decision-making techniques. Because of the Company's rapid growth and overall emphasis upon career advancement, many Polaroid employees and managers did not perceive how detailed career planning would benefit their careers. There was a strong informal assumption among employees that the Company would provide them with ample opportunities to advance their careers as long as their job performance was satisfactory. However, as the next few years would prove, this assumption was somewhat misleading.

As was true of many high technology firms in the nation, Polaroid's growth slowed down during the early 1970s and career advancement opportunities began to level off. Since lateral movement was more common within the higher organizational levels, employees at these levels experienced less frustration with the leveling off of promotional opportunities than did employees at the middle management, technical, and supervisory levels. The latter group of employees had always considered vertical movement far more desireable than lateral movement career options. These employees began to realize that there were limits to what the Company could do for them and that their career advancement, which they had taken for granted, would be delayed. Their career frustration was further magnified in 1974 when Polaroid experienced its first Corporate lay-off. Approximately 3,000 employees lost their original jobs at that time.

Consistent with its commitment to meeting employee needs, Polaroid initiated a major job transfer and outplacement program for laid off employees. Some 1800 non-exempt employees were placed in new positions in the Company, and some 300 exempt employees were counseled and referred to jobs outside the Company. An additional 115 exempt employees decided to accept non-exempt status rather than to leave Polaroid.

In spite of Polaroid's attempt to alleviate the burden placed on employees, the 1974 layoff still exacted a heavy toll on employee morale. Rebounding from the economic slump which Polaroid shared with many other firms in the nation, the Company moved into another major growth campaign. Opportunities for career advancement increased, but employee attitudes toward their jobs had changed dramatically as a result of the lay-off. Many employees who had moved from salaried to hourly status wanted to regain their previous standing, and many of the hourly employees who had changed jobs during the lay-off were not content with their new positions. However, employee restlessness and career insecurity were not confined to employees whose career status had changed during the lay-off; these feelings were common among employees at various levels of the organization.

Mounting employee insecurity, dissatisfaction, and confusion had a major impact on Polaroid's Job Posting System. Employees began to apply

for jobs indiscriminately, and personnel staff persons were faced with the phenomenon of wild card bidding on open positions without having the career counseling resources to assist employees to develop more realistic job search strategies. Moreover, the two staff persons in charge of Polaroid's Office of Careers – who would have been logical resources – had decided to leave the Company shortly after the 1974 lay-off.

In 1975, Polaroid's Education Department began to study the variety of career dilemmas facing employees at different levels of the organization, and how these might be addressed. Education staff members were agreed that the Company needed to reestablish and expand the career planning function which had been performed by the Office of Careers. Since the Education Department and its activities had a high degree of visibility among employees, a decision was made to implement career planning through this Department.

A CAREER PLANNING STRATEGY

In developing their career planning approach, Education staff members agreed that the ability of employees to set realistic career goals should be one of the key outcomes of the career planning process. Employees needed to understand both the opportunities for and the limits to career mobility in the Company. In particular, employees needed to understand the value of lateral career moves and how to identify skills which were transferable between job families. They also needed to learn how to take initiative in making productive career contacts so that they would be able to use the job posting system more productively. In order to achieve these outcomes, Education staff members designed a Career Development Workshop Series which has since been regularly offered to employees at all Polaroid locations.

As it is presently designed, the Career Development Series consists of a group orientation session and four formal career workshops. During the group orientation, employees share their expectations with the career staff and learn about what the Series can do for them. Interested employees can then enroll in the formal career workshops. The first of these is the *Career Awareness Workshop*, which involves participants in basic career and life planning exercises. This is followed by workshops in *Resume Organization* and *Interview Skills*, which give participants practice in organizing their skills and experience and presenting them to a hiring supervisor. The final *Career Search Workshop* then teaches employees how to gather information about Company job opportunities and how to best use the Job Posting System.

After completing the Series, most employees are equipped to realistically pursue desired career options. Employees may begin making career contacts in the Company and using the Job Posting System, or they may decide to take a series of in-house or outside courses which will broaden their career options. Because the workshops emphasize realistic career planning and action, workshop participants have increasingly begun to consider lateral as well as upward career moves.

In addition to the Career Development Series, individual career

counseling is available to employees from Education staff persons. Often, employees who complete the Career Development Series will return to the career staff for continued guidance and feedback about their career situations. However, individual counseling is also available to employees who decide not to participate in the workshops.

In order to provide employees with up to date information about Company career opportunities, Education staff members have been updating Polaroid's Career Fields Guide. The new guide currently being prepared will describe both hourly and salaried jobs and job families. It will also indicate the number of Polaroid employees currently working in each job capacity and will indicate the hiring manager for that particular job area. Newly created jobs in expanding areas of the Company will be carefully designated so that employees can gauge the likelihood of future job opportunities in areas where there are currently only a few positions.

Since many other Polaroid departments offer services relevant to employees planning their careers, Education staff persons have collected information about these services and established strong linkages with key individuals in relevant Company departments. Workshop participants and individual counselees are often referred to special workshops offered by the Affirmative Action Office, to personal and family counseling offered by Polaroid's Counseling Office, and to special programs offered by the Management Development Department. Staff members in these areas in turn refer employees to the Education Department for career counseling and the Career Development Series.

THE ROLE OF MANAGERS IN CAREER PLANNING

Polaroid has traditionally encouraged managers to coach employees about their career whenever appropriate. Although career coaching and employee development is part of the job description for all Polaroid managers, the Company has not developed a system to hold managers accountable for performing this aspect of their jobs. The decision about whether or not to counsel employees has always been left up to the discretion of individual managers.

As previously mentioned, both employee and manager interest in career planning has been a fairly recent phenomenon. In the 1960s, when the Office of Careers offered training for supervisors in basic career counseling techniques, only a small percentage of Polaroid's management staff attended the training sessions. However, with the initiation of the Career Development Series, manager interest in career planning has increased. To engage this growing interest, the Education staff developed a series of career coaching workshops for managers which is designed to parallel the Career Development Series. *Coaching Seminars in Career Development* has three major components. The first component assists managers in developing an overall framework for working with the career concerns of adults. It focuses on the stages of adult development, typical phases of careers in organizations, and career decision-making techniques. The second

Dave is a manager at Polaroid who has been with the Company for eleven years. He has taken one or two Education Department courses each year, and has participated in the Department's career counseling workshop for managers and Personnel staff.

Dave is enthusiastic about Polaroid Education offerings. For him, a significant side benefit of the courses is that they bring together groups from different parts of the Company and help to break down some divisional barriers, thus increasing career mobility options for participants.

Because Dave has made several career changes himself, he has been very supportive of his employees when they have been seeking new career directions. Dave feels that lateral career moves are especially important for employees to consider and, in his capacity as a production manager, he has been careful to make opportunities for lateral moves available to his subordinates. This strategy has been particularly effective with employees who have become bored with their jobs.

According to Dave, "people who make job changes continue to learn on the job and don't tend to get defensive or narrow. They generally can make truly creative contributions to their work areas." This year, Dave himself will be making a lateral move to a management position in the central planning area.

component assists managers in developing their communications skills. It helps managers define their roles more clearly, suggests techniques for defining and addressing employee career problems, and focuses on the myths and realities of career development at Polaroid. The final component teaches managers how to create information networks and how to make quality referrals. Since managers are one of the primary sources for referrals to the Career Development Series, this component helps to strengthen the linkage between managers and the Education Department's career staff.

In addition to the Coaching Seminars, which are geared to meet the needs of current managers, Polaroid has also developed a career planning component for employees who are training to be line supervisors. The Polaroid Supervisor Training and Education Program includes both participant self and career assessment, as well as training in career coaching techniques.

OTHER EDUCATION PROGRAMS AT POLAROID

Education has always been a top priority at Polaroid. In the 1950s, Dr. Land, Polaroid's founder, suggested that all Polaroid employees should be spending one hour each day in either in-house or outside education classes. Land's suggestion was adopted as an informal Company policy which continues to this day.

Another key to Education at Polaroid is the Company's commitment to worker-management parity. Whereas the majority of firms in the nation

spend a greater proportion of their education budgets on management training than they do on education for hourly workers, Polaroid has always stressed equal educational opportunities for both salaried and hourly employees.

During the late 1960s and early 1970s, Polaroid had employed a large number of workers without high school diplomas. Although these employees could perform entry level jobs without difficulty, their chances for advancement were slim without upgrading their basic skills. To assist these employees, Polaroid made it a formal policy that employees who lacked basic skills should be able to learn these skills on Company time. The Education Department in turn increased the number of fundamental skills classes offered to employees, and the Tuition Office began to advance rather than refund tuition to encourage employees to take outside courses.

Fundamental skills classes continue to be the primary thrust of education offerings for hourly employees. In addition, course sequences have been developed in business education, foreign languages and overseas preparation, and study skills. All of these course sequences are job-related and can be used by employees to extend their career options. The Secretarial Internship Program, one of several business education options, is particulary relevant to hourly workers who want to change careers. The program equips employees with the basic skills and experience they need to qualify for entry level secretarial positions.

Other career change options are available to employees through Skills Training programs. Specific training projects are developed in response to Company workforce needs. Recent projects have prepared employees for positions such as Mechanical Inspector, Engineering Helper and Metal Tradesman.

For exempt employees, Management Development offers numerous workshops, courses, and seminars which can lead to increased career options. These include courses in management techniques such as wage and salary administration and time management, as well as courses in technical subjects such as basic optics and color sensitometry. Special communications and decision-making workshops for work teams are also offered by Management Development.

Employee participation in Polaroid's educational programs is a testimony to their quality and relevance. In 1977, some 5,000 employees (almost one-half of Polaroid's U.S. workforce) participated in at least one educational offering.

THE JOB POSTING SYSTEM

Most salaried and hourly jobs are regularly posted in all of Polaroid's locations. Each posting includes a description of the job content, minimum requirements for the position, and the plant location. Employees can bid for available jobs with or without their supervisor's approval. Potential candidates are then screened by the Personnel staff and referred to the hiring supervisor for interviews.

Jack had been at Polaroid for five years when he lost his technical job in the Company layoff in 1974. He took a job as a facilities engineer just to stay in the Company, but he wasn't happy in this position. At his manager's suggestion, Jack enrolled in the Career Development Series.

Through the workshops, Jack learned to clarify his strengths and weaknesses, and began to establish some realistic career goals. He also learned about the informal system of getting jobs within the Company. Before he took the workshops, Jack thought that "if you have a pretty good reputation, all you have to do is sit back and wait for the system to find you." Now he understands that "if you really want a job, you have to get out and try for it." The workshops helped Jack to think positively about himself, and to find ways to make contacts with people in the Company.

After completing the workshops, Jack began talking with people in an expanding technical area of Polaroid, where he thought he would be able to best utilize his abilities. These contacts turned out to be highly productive. After a few months, an opening occurred in his desired career area, and Jack applied for the position through the Job Posting System and was hired.

Jack feels that it is the Company atmosphere of promoting career mobility that attracts people to Polaroid and keeps them with the Company. As he put it:

> **At some companies, it's benefits; at some companies, it's status; at others, it's pay or security. But at Polaroid, it's the opportunities . . . Polaroid will give you a chance. But you've got to push yourself and make it work for you.**

The biggest obstacle to the effectiveness of Polaroid's Job Posting System has continued to be the large number of bids on open positions. Although wild card bidding is no longer as prevalent as it was during the initial stages of Polaroid's post-lay-off growth campaign, there still is stiff competition for lower middle management, technical and supervisory jobs. This is particularly true when there is a strong departmental candidate for an open position. Clearly, employees must do more than just fill out job applications if they want to be able to compete for such desireable positions.

Polaroid employees who participate in individual career counseling and/or in the Career Development Series are learning to play a more active role in pursuing desired positions. They are talking to managers and Personnel staff to get more information about potential jobs so that they can make better judgments concerning which job postings they should pursue. By thus making personal contacts within the organization, they are making sure that they will be more than just a name on a job application. Moreover, by developing quality resumes and interview skills they are more likely to be able to sell their skills and abilities when they need to.

In turn, the Company realizes that its Job Posting System requires revision if it is to be more responsive to employee needs. Education staff are currently working with Personnel staff to develop job competency statements outlining the specific technical and interpersonal skills required for certain jobs. These competency statements may eventually replace the

more traditional requirement statement currently used on job postings. The Education staff is also exploring ways to correlate its courses with specific job competencies. As these efforts continue, the linkages between the Job Posting System, Education courses, and career planning activities should become stronger and more well defined.

INCREASING PARTICIPATION

One striking outcome of Polaroid's career planning activities is the high degree of participation they have elicited. Even though there is no top-down pressure on employees or managers to participate in career workshops or counseling, employees have been enrolling in increasing numbers. During the last two years alone, several hundred employees have participated in the Career Development Series, and the demand for the Series seems to be increasing the more frequently it is offered. Although the Career Coaching Seminars for Managers have only recently been offered on a regular basis, they too are eliciting an increasing response.

Polaroid employees and managers seem to have realized that career planning is essential to the vitality of their careers and related life concerns. Because of their willingness to get involved in managing their careers, the Organization has been able to respond more easily and effectively to their needs. What the Office of Careers tried to accomplish some 20 years ago seems to have finally come of age at Polaroid. Innovations – and Polaroid has pioneered quite a few of them – aren't always acknowledged immediately, but in the long run they often prove their worth.

FOR FURTHER INFORMATION:

Corporate Education and Skills Training; Polaroid Corporation, Cambridge, Ma. 1977.

Polaroid Exempt Development Program; Polaroid Corporation, Cambridge, Ma. 1977.

PROGRAM CONTACT:

Lee Regal, Manager; Employee Education; Polaroid Corporation; Cambridge, Ma. 02139.

6

Connecticut General's Career Development System

At Connecticut General, career planning is the essence of employee development. In addition to manager-based career counseling, the Company supports training programs, placement mechanisms, and special policies designed to assist employees in making upward, downward, or lateral career moves.

Connecticut General Insurance Corporation (CGIC), with headquarters in Bloomfield, Connecticut, is the eighth largest life insurance company in the United States in terms of assets. It employs 14,000 people. Throughout its history, Connecticut General has demonstrated a high degree of commitment to employee career mobility. The Company frequently hires people with liberal arts backgrounds and gives them opportunities to develop the special skills they need to perform specific jobs.

In 1973, the Company formalized its commitment to employee career mobility by instituting a job listing system for lower level employees and a personnel network placement system for upper level employees. At the same time, career counseling services were expanded and a manager-based career planning system was adopted for upper level employees (from the President down through job grade 10, the typical entry level for college graduates). Other key services were subsequently developed, including outplacement arrangements, pre-retirement and early retirement strategies, and special lateral movement policies. Together, these programs and policies represent a complex and comprehensive career development system which can be used

by all levels of employees to make lateral, upward, and downward career moves within and between each of the Company's seven divisions.

MANAGER BASED CAREER PLANNING

The cornerstone of the Connecticut General career development system is the *Development Appraisal* process, which was instituted in the early 1970s along with the job listing and personnel network mechanisms. The Development Appraisal was designed to parallel the Performance Appraisal process which CGIC managers had been using for years. Whereas performance appraisals document employee job performance, development appraisals focus on employee career potential and suggest concrete steps which employees can take to prepare themselves for future jobs at Connecticut General. Although these future jobs are often promotions, the development appraisal process gives equal attention to lateral or rotational career moves.

Connecticut General managers are expected to conduct development appraisal discussions with employees on an annual basis. In preparing for these discussions, the manager is expected to get feedback about the employee's strengths and weaknesses from company clients, other managers, and employees with whom the individual has worked. Typically, both the manager and the employee fill out a development appraisal form and then meet to discuss what they have written. Working together, the employee and manager formulate probable career moves for the employee and an action plan of activities that will prepare the employee for future assignments. These activities may include on-the-job training, seminars, outside reading, rotational assignments and other development tools.

The completed development appraisal form is expected to reflect agreement between the manager and the employee on both possible future career moves and the action plan for the employee. If the manager and the employee disagree, their differences are recorded on the form, and one or both parties seek help from divisional and Corporate Personnel staff in resolving areas of disagreement. Once agreement is reached, the manager and employee are expected to meet periodically to review the employee's progress in accomplishing his or her action plan.

There are two basic safeguards which insure the functioning of the development appraisal process. The first is the top-down approach. All upper level employees at Connecticut General, from the President down to job grade 10 employees, receive yearly development appraisals. There is thus a strong Company norm that every upper level employee should participate in the process. Secondly, all CGIC managers are expected to account for their efforts to develop their employees as part of their own performance appraisals. As the performance appraisal guidelines state, manager performance is judged in part by "the extent to which meaningful development opportunities are established and undertaken by employees . . . (and) the number of individuals transferred or promoted to existing positions within the unit or moved to other positions within the

Corporation."

In order to maintain cost-effectiveness and still reach those employees who most need career planning assistance, development appraisals have been limited to employees grade ten and above. However, to assist lower level employees and their managers who may be interested in career planning, development appraisal questions have been incorporated into the performance appraisal forms for employees grades one through nine. Moreover, all Connecticut General employees who desire in-depth career planning assistance can use the career counseling services offered by CGIC's divisional and Corporate Personnel.

SUPPLEMENTAL CAREER COUNSELING

Each of Connecticut General's seven divisions has a Personnel Department of several staff persons who provide career and related counseling to employees. For some employees, career counseling is a direct extension of the development appraisal process, enabling them to discuss and refine the career goals and strategies they formulated with their managers. For other employees, who are dissatisfied with their development appraisals, career counseling can help to resolve some of the key differences between their own career expectations and managerial perceptions about their development potential. For lower level employees, who do not receive separate development appraisals, career counseling from the Personnel staff usually represents the beginning of the career planning process.

Career counselors make extensive use of employee development and performance appraisals in assisting their clients to develop career goals and strategies which are both realistic and in harmony with their expectations and interests. Employees in career counseling are encouraged to identify their transferable skills and to explore possible careers within the Company by talking with managers in specific work areas. Employees who need to know more about Company jobs and typical career directions are often referred to Connecticut General's *Life Career Modules* and *Career Path Modules*. These modules were developed to help employees clarify and make more appropriate career decisions.

Employees who need specialized and intensive career counseling and testing are referred to external career counselors, often at Company expense. Company rehabilitation counselors and a consulting psychiatrist are also available to employees with special needs. Employees in career counseling may also be referred, when appropriate, to other special corporate programs such as the Goal Program, the Women at Work Program, or the Human Relations Skills Seminars offered through the Company's Training Division.

TRAINING DIVISION PROGRAMS

Connecticut General's Training Division offers several programs which

Gerry began working at Connecticut General five years ago as an Equal Employment Opportunities counselor. He enjoyed the aspects of his job that enabled him to take part in the corporate planning process and to travel to Company field offices. When he realized that his job was not meeting all of his career needs, he began looking around the Company for a different kind of job that would still involve travel and corporate planning activities.

Working closely with his manager, Gerry used the Development Appraisal process to clarify his goals. He also interacted closely with the staff in the Personnel office, who were highly supportive of his search for a new career. With this assistance, Gerry decided to apply for a marketing position advertised in the Company's weekly job listings. He was subsequently hired for this job and is now working both in the field as well as in planning activities.

are relevant to employees who want to develop or change their careers. Employee Development plans frequently include in-house professional insurance courses or job relevant courses at community educational institutions. 100% tuition refund is available for the latter courses which, because of the development appraisal, are frequently relevant to future job assignments. As a result, employees can use tuition refund courses to prepare for lateral as well as for upward moves.

The *Continuing Education* Program is designed primarily for clerical employees who need to upgrade their basic skills in order to advance in their careers. The Program also offers participants academic testing and counseling to help them formulate career plans which involve additional schooling. These plans often involve enrollment in English, Mathematics, English as a Second Language, and typing classes, as well as occasional one-to-one tutoring to meet special needs.

The *Women at Work* Program is designed to assist women employees in understanding the informal career development system in the Company and in overcoming special barriers which have traditionally blocked the career advancement of women employees. The program includes an Awareness Workshop, a Life Planning Workshop, and a Career Opportunities Workshop. These workshops are offered several times each year, and have been instrumental in helping women employees make key changes in their careers. Over 400 women have participated in the two years the Program has been offered.

The *Human Relations Skills* Program has also been effective in encouraging employees to clarify their life and career goals. The Program features a number of seminars and workshops in individual effectiveness, group processes, and life planning. Participation in these offerings is for many employees a key step in broadening their perspective about themselves and about the Company.

For CGIC managers, the *Supervisory Skills* Program offers training in subjects such as benefits, salary administration, time management, and

employee development. The Career Development Workshop orients managers to the Company's employee development policies and practices. Specific attention is given to methods for implementing successful development and performance appraisals. Managers are also made aware of how they can assist employees in using the Company's career counseling and placement services.

INTERNAL PLACEMENT MECHANISMS

There are two primary internal placement mechanisms at Connecticut General. Open job listings are available to lower level employees and personnel network listings to upper level employees.

Employees applying for open job listings can do so with or without telling their managers; however, they must inform their managers if they are selected to be interviewed for a position. Nevertheless, most employees applying for open positions will immediately discuss their career plans with both their managers and someone in their divisional personnel office. In this way, they can be steered toward jobs for which they are reasonably qualified. Employees who constantly apply and are turned down for jobs are generally identified and assisted by Personnel counselors.

Personnel network listings operate somewhat differently. Because the Personnel network serves only upper level employees, all of whom receive annual development appraisals, there is an effort to match open positions to employee development plans. Corporate Personnel distributes to the personnel network* a list of upper level job openings. Each week Corporate Personnel and Divisional Personnel staff meet to review jobs and candidates. When candidates for each job are identified through these meetings and other sources, these candidates are notified of the job opening and offered the opportunity of applying for it.

Upper level employees often reinforce their availability for specific jobs by maintaining close contact with both divisional and Corporate Personnel staff. This is particularly important when employees desire to make career moves between divisions, since the Personnel network generally tries to find appropriate candidates from the division in which the job originates before candidates from other divisions are considered.

All employees who receive career counseling are encouraged to use their own personal contacts in addition to open job listings and personnel network listings. Often, career counselors will suggest that a client talk to a specific manager or personnel staff person to find out about possible job openings. The more initiative the employee takes in developing Company contacts, the more successful he or she is likely to be in using formal placement mechanisms and ultimately in finding the right job.

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* The personnel network is made up of staff persons from Corporate and Divisional Personnel.

Bob has worked for over three years in a Company real estate investment position before becoming dissatisfied enough with his job to seek a major change. He went to his manager to talk about his career and was pleased to find his manager supportive, even though Bob had not anticipated such a move in his last development appraisal.

At first, Bob considered making a career move within the Investment Division, but eventually concluded that he needed an entirely different kind of assignment. He was just tired of "making deals".

Bob was then referred to a career counselor in the Personnel Department. While in counseling, Bob made an inventory of his skills and decided to explore several possible career areas. In order to find out what kinds of jobs might be most appropriate for him, Bob talked with personnel staff in the seven Company divisions. He was also listed as available within the Personnel network, through which he was able to find his current position as a line supervisor in a CGIC subsidiary. As a result of his own career change, Bob realizes the importance of the development appraisal process, and uses it carefully with the employees he now manages.

CAREER MANAGEMENT FROM THE TOP DOWN

A key to Connecticut General's human resources management system is the active support it receives from the Company's President and senior officers. By participating in development and performance appraisals, these high level Company officials have set a management precedent for their subordinates who, in turn, are expected to apply the same procedures with the employees they manage. By placing major emphasis on development and performance appraisal outcomes in the placement process, the Company's Personnel functions have developed strong linkages with the ongoing manager-employee career planning and evaluation routines.

The Personnel network, in particular, uses employee performance and development data in matching candidates to job openings. In fact, the higher an employee moves within the Company, the more visibility that employee will have and the more time and energy will be invested in his or her career development. Connecticut General's *Replacement Planning* policy provides a vivid example of this increased development focus for higher level employees.

In 1976, the Company's President and eight senior officers met to discuss incumbents and potential replacements at the senior officer and department head levels. This group used the development and performance appraisals as background data in assessing potential candidates for these 65+ jobs. In 1977, this process was extended to the next management level, and 230 additional employees and their possible organizational roles were analyzed.

SPECIAL CAREER CHANGE SERVICES AND POLICIES

Although, as in most firms, Connecticut General emphasizes the upward movement of its employees, the Company has developed several outstanding services and policies for employees who want to make lateral or downward moves, as well as for employees who are ready to terminate their employment. Among these are an innovative lateral transfer policy, outplacement services, and a retirement benefit package facilitating early retirement options.

For employees who have been working in the same career area for years and have developed new skills and career interests, *lateral career moves* can be as rewarding as upward moves. They offer employees the opportunity to revitalize careers that might have otherwise become routine and unrewarding. Recognizing that financial considerations can be a major obstacle to employees who contemplate lateral moves, Connecticul General has instituted a lateral movement policy which removes the financial burden from this career option. If an employee wants to make a lateral move involving a job with a lower salary range, the Company will continue to treat the employee as though he or she was in the higher salary level for two years. The Company assumes that during this time period the employee will be able to move up within the new career ladder until he or she is earning as much or more than before the career move.

Connecticut General has also attempted to remove the stigma usually attached to downward moves. Such moves are necessary when employees are not performing well on their current jobs, or when for health or other personal reasons employees desire less responsibility or pressure in their jobs. With the employee's permission, such moves are announced in the same formal manner as are upward moves.

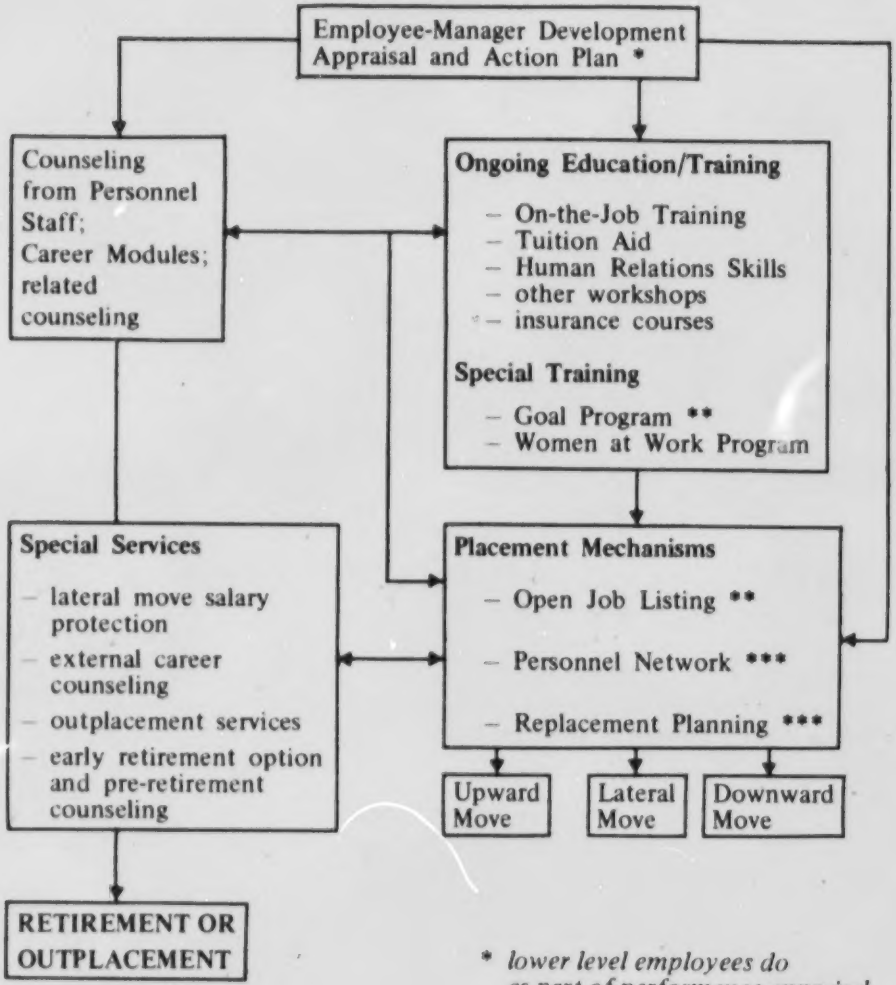
Not all employees can be expected to find career satisfaction at Connecticut General. Some employees have to be terminated because of inadequate performance; others develop entirely new career interests which they cannot pursue in the Company. Recognizing that many employees in these or similar situations have served the Company long and well, Connecticut General offers a comprehensive *Outplacement Program*. This program includes:

- in-house counseling and career planning resources;
- external counseling and job placement services paid for by the Company
- liberal severence pay (essentially 1½ weeks of pay for each year of service up to a maximum of 26 weeks); and
- 1 year of medical coverage for employees who have ten or more years of service.

Using this variety of support services, employees are generally able to make a smooth transition to outside employment.

Chart I

CONNECTICUT GENERAL'S OVERALL CAREER DEVELOPMENT SYSTEM



* *lower level employees do as part of performance appraisal*

** *for lower level employees alone*

*** *for upper level employees alone*

Susan has worked for CGIC for fifteen years. She is the former manager of a Company field office in Minneapolis. When that office closed a year ago, the Company arranged for Susan to participate in career counseling sessions with a highly regarded Cincinnati firm. This counseling was considered necessary because field office work is very different from other jobs in the Company, and job openings in the field are infrequent.

Susan was eventually listed through the Personnel network and received several job descriptions. Had she turned down these opportunities to apply for jobs within the Company, Susan could have qualified for outplacement services. However, she eventually decided to apply for two of the positions sent to her and was accepted for both. She then chose her current job as manager of a production unit of 25 people at Corporate Headquarters.

Connecticut General's *retirement benefits* are also designed to assist employees who want to make career changes outside of the Company. A CGIC employee can retire anytime after the age of 55. Furthermore, employees with ten or more years of service who leave the Company between the ages of 45 and 55 can elect to receive rather liberal pension benefits after age 55. This arrangement is especially attractive to employees making mid-career changes and anticipating future part time careers. Moreover, to assist employees in preparing for their retirement, Connecticut General offers pre-retirement counseling and detailed financial planning. That Company employees are utilizing these benefits and services is evident in the fact that during the last five years the percentage of employees retiring before the age of 65 jumped from 25% to 75%.

These special services, combined with the major career development mechanisms described earlier, distinguish Connecticut General Insurance Corporation as one of the pioneers of innovative employee development programs. For employees developing their careers along traditional lines, as well as for employees making lateral and inter-divisional moves, Connecticut General offers a highly visible and comprehensive support network.

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The Development Appraisal Package: Guidelines and Samples; Connecticut General Insurance Corporation; 1977.

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PROGRAM CONTACT:

William Stanley, Director; Personnel Planning and Development; Connecticut General Life Insurance Company; Hartford, Connecticut 06152.

7

The Human Resources Program of "Communications Company"

This chapter describes the initiation of career development and career change mechanisms in a company that earlier had not actively fostered such mechanisms. Since the company requested that this chapter be anonymous, the names of participants have been changed and certain information has been omitted. The chapter focuses in particular on the "Employee Advisor" role as a facilitator of career mobility.

The Communications Company is one of the largest firms in its industry. At its headquarters, the Company employs over three thousand people. In order to "break into" the industry, many of these employees took jobs at lower pay or status than they could have obtained in many organizations outside of the industry. These employees planned to work their way up to certain positions they considered to be exciting and well-paying. Within the Company and the industry, however, the "glamorous" positions are far too few to absorb the employees wanting promotion to them.

The conflict between the expectations of many employees and the Company's workforce reality created job dissatisfaction. In the early 1970s, this dissatisfaction led to the formation of two employees' committees – one for minority employees and one for women. The committees expressed a number of concerns to upper management, including

a perceived lack of career opportunities. The women's committee even considered legal action in the process. The committees also served as forums for rap sessions about the career concerns of individual committee members. From these sessions, the members gained ideas and moral support which assisted them in their own career development.

Higher level executives in the Communications Company had earlier viewed the firm as a loosely knit group of powerful and creative people instead of a highly structured organization with corporation-wide programs. Job satisfaction and career development were considered to be the individual's responsibility except when the Company needed people with highly specialized skills tailored to unique functions in the industry. For this reason, the Company had no education and training department, and corporation-wide career development activities were virtually non-existent. Training opportunities were confined to highly specialized informal programs within organizational subunits. Similarly, there was no corporation-wide affirmative action program until the end of 1975, although many units had operated affirmative action programs for some years. During the early 1970s, however, the attitudes of the Company's executives changed as business and industry in general became more interested in human resources development.

Responding to increased executive concern for workforce development and to the career concerns of the employee committees, the Company decided to initiate corporation-wide affirmative action and human resources programs. In November of 1975, Mary Smith was hired as Vice President for Affirmative Action. She and the Director of Organization Development, John Brown, surveyed what other companies were doing in the human resources area. Initially they thought that the Communications Company needed a program with the primary purpose of conflict resolution and a secondary emphasis on career counseling. After discussions with the committees for women and minorities, however, Smith and Brown learned that only about 20% of the employees' concerns required conflict resolution procedures. The great majority of the problems presented by the committees had to do with the apparent lack of career development opportunities. Additional probing within the Company showed that similar concerns were characteristic of many Company employees, regardless of their race, sex or status. Smith and Brown therefore began to design Company-wide career counseling and developmental options. They envisioned a Human Resources Program with several elements:

- a career counseling and brokering role
- lunchtime career discussions for minorities
- a "special program" for minorities and women
- more extensive use of the Company's Tuition Refund program
- management development workshops
- more extensive use of the firm's job posting system

In order to initiate this Program, Smith and Brown decided to stress the career counseling and brokering component initially and then build up the other elements.

INITIATION OF THE EMPLOYEE ADVISOR ROLE

Smith and Brown planned that the counseling and brokering component would emphasize one-on-one counseling, on the theory that most people have concerns best addressed on an individual basis rather than in group discussions. Primary responsibility for this counseling would be given to an "Employee Advisor," a new role conceptualized with the assistance of the committees for women and minorities. The Employee Advisor would be available to all Communications Company employees – hourly workers and executives, blacks and whites, men and women. During an initial discussion with an employee, the Advisor would attempt to determine whether an employee's concern required career counseling, conflict resolution or some other solution such as job enrichment or a restructuring of his or her work place. In order to distinguish among these sources of concerns, the Advisor would need to identify the underlying cause of an employee's dissatisfaction – causes ranging from ineffective job structure, technological obsolescence and lack of job skills to discrimination, personality conflicts and personal problems.

Having identified the underlying cause of the employees' problem, the Advisor would have at least three options. If the need was for personal or career counseling, the Advisor could handle it within the Human Resources office. If conflicts with managers, co-workers or subordinates were involved, appropriate managers and possibly even Affirmative Action staff would be consulted. If the problem involved an organizational barrier of a general sort, the Advisor would report it to Smith and Brown and suggest remedies. For instance, there might be so big a step in the job ladder between the junior and senior positions in a department that the senior positions might generally be filled from outside the Company. The Advisor might then suggest the creation of a transitional position enabling the advancement of more junior employees to senior positions.

Since the Human Resources Program would be involved in conflict resolution and career counseling for minorities, as well as in identifying problems for organization development, Smith and Brown decided to make Human Resources a joint program under both of their departments. Both Affirmative Action and Organization Development would contribute to the Human Resources' budget and assign staff persons to assist the Employee Advisor with his or her activities. However, Smith and Brown decided to have the Advisor report to Smith alone for two reasons. First, placing the position under Affirmative Action would emphasize the Advisor's availability to women and minority employees; and second, Smith's department could more easily take on new responsibilities. Smith and Brown also agreed that the Employee Advisor would be given considerable freedom to develop his or her new role. When this role was fairly well established, Smith, Brown and/or the Employee Advisor would initiate other components of the Human Resources Program.

In January, 1977, Smith and Brown selected a black woman, Jane Jones, to be the Company's first Employee Advisor. Before joining the

Company, Jones had had some formal career counseling experience as a placement officer in an employment firm. Jones had accepted a lower position, that of secretary, in order to get into the Company. Unlike many of those whom she would soon be serving, however, Jones had received several promotions in her seven years at the Communications Company. She had ended in a production (as opposed to staff) position with some supervisory responsibility. These promotions, which involved both steps up career ladders and changes to new career lines, resulted from Jones' personal approach to career exploration and planning. Due to her own success in using this approach, Jones later decided to incorporate it in her Employee Advisor role.

In Jones' approach to career planning, she visited "a floor a month" in the Company's complex and asked people about their jobs. She consulted not only lower-level employees, but also managers several levels higher than her own position in order to gain the information she needed to plan her own career at the Company. Since people liked to talk about their work, she found it easy to explore many jobs and career paths. Along the way, she sympathized with managers when they expressed their concerns, and was a good listening post for subordinates when they voiced their dissatisfactions. As a result, she gained an understanding of different perspectives on the Company. She put this understanding to use when she became active in the women's committee, where she advised other women on their career plans and served as translator between the women and Company's executives during discussions about the women's concerns. Jones' demonstrated capabilities as a facilitator made her a logical choice for the Employee Advisor role. As the new Employee Advisor, Jones simply expanded the kind of exploring, listening and counseling she had already been doing informally.

INFORMATION AND CAREER COUNSELING

The Human Resources Program was envisioned to become a "one-stop" source of information for employees. In order to begin realizing this overall objective, the Employee Advisor collected information on fringe benefits from the Benefits Department, personnel practices from Personnel, and affirmative action procedures from the Director for Equal Employment Opportunity. From the Organization Development department, she learned about the firm's tuition refund program and from departments throughout the firm she gained an awareness of specialized training opportunities. Furthermore, Smith and Brown arranged for the Advisor to attend the weekly review of the jobs to be listed in the Company's job posting system so that she would be able to alert her clients to job openings relevant to their career plans. The Employee Advisor was located physically in the Affirmative Action Department, and was assisted by its staff of three professionals and two support personnel when they were not occupied with other assignments.

The Human Resources Program thus became an empioyee clearinghouse. If the office could not answer a question, Jones or the

Affirmative Action staff usually knew who might have the answer. By pursuing these questions, Jones and the staff not only gained new knowledge of the Company, but also identified gaps in the Company's internal communications system.

In addition to her role as an information and referral agent, it was planned that Jones would provide career counseling to employees who needed it. To publicize the availability of career counseling, periodic announcements were placed in an employee newsletter. The Human Resource Program also sent letters directly to all employees offering them the Advisor's assistance.

The individual counseling procedure devised by Jones usually includes two one-hour sessions, with self-directed exploration of career options required between the two sessions. In the first session, the objective is to help the counselee relax and then to start him or her on a career planning process. The Advisor's function is to instruct counselees in getting information about themselves, their talents and career goals, and then about career opportunities in the Company. In lieu of traditional vocational tests, the Advisor engages in a dialogue designed to fully explore the individual's particular situation.

Towards the conclusion of the first session, the Advisor asks the counselee to do some self-directed research into the kinds of jobs available in the Company for people with his or her particular skills and interests. Since each department of the Company has a copy of the organization manual, the Advisor encourages employees first to read the manual for job change ideas and then to go to selected organizational units and talk with people about their work. This recommended strategy was derived from Jones' personal career exploration efforts. At Communications Company, this exploration process works well because most units have fluctuating work flows that allow people some free time to talk. Moreover, the work schedules of different units are flexible so that a counselee usually can find people to talk with in other units before or after the counselee's own work day or during his or her lunch break.

After the self-directed exploration is completed, the counselee has the second counseling session with the Employee Advisor. During this session, the counselee's interests are narrowed and career goals are confirmed or set. The Advisor tries to be as realistic as possible regarding the employee's self-assessment of his or her current situation and career prospects. The Advisor encourages the employee to double check the assessment through informal talks with managers and work colleagues. In some cases, with the permission of the counselee, the Advisor also consults the employee's supervisor regarding the self assessment. After the second counseling session, the Advisor completes a "job objective form" for the counselee. This form is kept for reference when the Employee Advisor is pursuing job placements.

The Employee Advisor's approach to counseling relies heavily on the initiative of the employee in doing his or her self-directed exploration. Employees are discouraged from returning for their second counseling session until they have made substantial efforts to identify possible new

options in their careers. Similarly, the Advisor discourages employees who complete the two-session process from returning for additional counseling until they have done further self-directed work on their career plans or encounter difficulties in implementing their plans. However, some employees need more counseling and assistance with their career exploration and career plan development. In such a case, the Advisor undertakes one or more additional counseling sessions, or refers the employee to the lunchtime career discussions for minorities described below.

Because the majority of employees require only the two-session counseling procedure, the Employee Advisor is able to see large numbers of managers and employees on an individual basis. Between March and December of 1977, for example, Jones counseled over 500 individuals. More than half of her initial counselees were very dissatisfied with their jobs and were seeking major career changes. Later, people who were more content with their work began coming for counseling on development along their current career paths. Of the people the Advisor counseled, about 65% were women and most were under 35.

LUNCHTIME CAREER DISCUSSIONS FOR MINORITIES

During Jones' counseling sessions with individual women and minority group members, she realized that many individuals in these groups needed special assistance to do their career exploration effectively. Smith and Jones also were convinced that there are "informal systems" and "old boy" networks in the Company (as in most other corporations) to which women and minority employees have traditionally had limited access. Consequently, these employees have lacked sufficient understanding of the informal system to reach their full career potential. Since the earlier rap sessions of the women's and minorities' committees had helped provide a better understanding of the Company's informal "rules of the game," Smith and Jones decided to initiate similar discussions at lunchtime beginning in March, 1977. In order to test the program, they limited the discussions to minority employees, whom they felt needed this service most.

Run by the Employee Advisor, the lunchtime sessions introduced such subjects as risk-taking, assessment of personal work skills, and career goal setting. The Advisor also invited managers to describe their work areas, and asked personnel staff members to discuss job interview techniques. Other discussions focused on informal career development systems in business firms and their potential use by minority employees. During the discussions, the Advisor identified some employees needing individual career counseling whom she had not previously advised. Thus, she both gained counselees from the lunchtime sessions and referred her own counselees to them. Due to the success of the lunchtime sessions, similar sessions are planned for women employees and eventually for white males encountering special career difficulties.

EMPLOYEE ADVISOR INTERACTIONS WITH MANAGERS

In addition to having managers speak at the lunchtime discussions, the Employee Advisor had a variety of other interactions with managers. Managers not only sent her their subordinates for career counseling, but also turned to her increasingly for advice on their personnel problems. In turn she sometimes sent counselees to specific managers during career exploration activities, and occasionally consulted particular managers regarding counselee self-assessments. Furthermore, the Advisor talked with managers concerning their informal training programs and their job openings.

In these ways, managers became increasingly aware of the Employee Advisor's skills and her network of contacts. Some managers developed a close enough relationship with the Advisor to request her advice regarding their own career concerns. For example, a director of one unit asked the Advisor to assist him in reducing the dissatisfaction of ten of his employees. She counseled the ten subordinates, helping them to set new career goals and implement plans for their realization. Impressed by the resulting changes in the attitudes of his employees, the manager admitted to the Advisor that he also was dissatisfied with his job. She then counseled him and used her contacts to help him find a new position.

Throughout her interactions with managers, the Employee Advisor worked informally to sensitize them to the special career development needs of female and minority subordinates. Her concerns in this respect were further addressed by the "Special Program" for minorities and women.

SPECIAL PROGRAM FOR MINORITIES AND WOMEN

The success of the lunchtime discussions and the Employee Advisor's continued findings concerning the special needs of women and minority employees confirmed the planned inclusion of a "special program" in the Human Resources Program. As with the lunchtime career discussions, this special program had been envisioned to assist its participants with career planning and with learning the Company's informal "rules of the game." However, the special program was planned to be more intensive and systematic than the lunchtime sessions and would be limited to female and minority participants who were considered to be excellent prospects for successful management careers.

To assist them in developing and implementing the Special Program, Smith and Jones hired a consultant with a career counseling philosophy like their own and with extensive expertise in employee career development. The consultant, Smith and Jones then planned a program that combined career counseling on an individual basis with group discussions of careers within the Company. Six two-and-one-half-hour meetings, four group sessions and two individual counseling sessions were offered over a two month period. Groups were co-led by Jones and the consultant and were purposely limited to four participants to insure intensive interactions. The special program also

included the Employee Advisor's career exploration tactic of requiring participants to initiate discussions with at least five managers outside of their immediate work areas.

Ivan joined the Company as a cost accountant, but later wanted to "go into something broader." He began attending the lunchtime discussions to stimulate his thinking about his career. After a few weeks, he decided to see the Employee Advisor for individual counseling and found it "extremely helpful" because she taught him procedures for analyzing his abilities and setting goals for himself. Ivan next did some exploring and selected financial forecasting as his goal. He then relied upon the Advisor's contacts to arrange for a move to the new kind of work. To increase the likelihood of doing well on the new career path, he also decided to pursue an advanced degree in finance and is using the tuition refund program to help achieve this objective.

Since he had made one career move successfully and performed well in his old and new positions, Ivan was chosen by the Advisor to participate in the special program for minorities and women, which is designed to help its participants plan management careers. Ivan reports that the program "makes you see clearly the politics of corporate life and how to do well within the Company." Furthermore, the program has made him much more aware of the Company's needs. Part of this awareness came from the required interview he arranged with a manager three levels above his own position. Without the encouragement of the program, Ivan said that he would not have had the courage to arrange such an interview or to plan the kind of management career he is now designing.

INCREASED USE OF EDUCATION

Like most large employers, the Communications Company has a tuition refund program. Since the Company has no education and training department, the program is operated through the Organization Development department. An employee is loaned tuition money for a course if the course is clearly job related; the employee does not need to repay the loan if he or she passes the course.

Before the Human Resources Program, the job relatedness of a tuition loan had to be approved by an employee's supervisor before a loan request was submitted to Organization Development. With the creation of the Program, however, another path to approval was initiated. If an employee developed a plan for a career change requiring education not relevant to the employee's immediate job, but instead to a possible future job, the Employee Advisor could request that Organization Development make a tuition loan. The Advisor's requests usually have been approved on the basis of relevance to a future job. As a result, use of the Tuition Refund program has increased significantly during the last year.

The brokering activities of the Employee Advisor also have had a positive impact on the use of informal training programs. The Communications Company has many such programs run by unit managers in highly specialized areas. In the past, few people outside of these units have known about the programs. From the start of her new role, the Employee Advisor made it her job to discover informal training opportunities and "spread the word" to her counselees and contacts. If need be, she acted as a liaison in arranging access for counselees to take informal training in units other than their own. A substantial number of informal training placements resulted. Furthermore, after establishing excellent rapport with certain managers and counseling some of their dissatisfied employees, the Employee Advisor made suggestions to the managers regarding the need for new kinds of informal training within their units. When specific management training needs appeared to be widespread, the Advisor also communicated those needs to the heads of Affirmative Action and Organization Development.

WORKSHOPS FOR MANAGEMENT DEVELOPMENT

The inputs from Jones regarding manager training needs confirmed the diagnosis Smith and Brown made when they were planning the Human Resources Program. Smith and Brown consequently designed a series of management workshops to be offered during the first six months of 1978. They include the following topics:

- Basic Self Assessment
- Basic Interpersonal Skills
- Basic Supervisory Skills
- How to Counsel and Coach Subordinates
- How to Make Decisions Effectively

These workshops are taught on a pilot basis by a combination of Company staff and outside consultants. The staffs of Affirmative Action and Organization Development invite selected current and prospective managers to attend the workshops. Some participants are also referred to the workshops by the Employee Advisor.

JOB POSTING SYSTEM

Job openings for all but the highest executive positions must be posted in major organizational units throughout the Company before the openings may be filled permanently. On Monday of each week, a meeting is held in the Personnel department to draft the job opening list. A manager or someone else familiar with each new opening attends the meeting with a draft statement explaining the nature and requirements of the position. After editing and printing, the available job openings are posted on Wednesdays.

Before the initiation of the Human Resources Program, the job posting system was of minor importance compared to informal contacts as means to learning about new openings. Some employees followed the postings and bid

for open positions either on their own or with their supervisor's encouragement. However, most employees and supervisors tended to ignore the formal system because they thought informal contacts were essential to placement. The designers of the Human Resources Program hoped to change this pattern by having the Employee Advisor use the system extensively in her career counseling and exploration work with employees and managers.

The Employee Advisor attends the Monday meetings in order to gain advanced notice of new job openings. At the meetings, the Advisor asks the hiring managers to describe the kinds of people who are successful and enjoy working in the settings of the jobs being posted. The Advisor then probes to determine ways in which the true nature and environment of the jobs vary from their descriptions in the job posting statements. Moreover, the Advisor attempts to determine if the stated job requirements are really necessary. For example, the Advisor sometimes is able to convince a manager to change prerequisite educational attainments to a description of the exact skills and knowledge needed.

Having gained fairly realistic pictures of the new openings, the Employee Advisor checks the files of the Human Resources Program to find potential candidates for the jobs. The Advisor then calls the candidates to let them know about the openings. When someone wishes to apply for a position, the Advisor calls the manager with the opening and gives a brief description of the candidate. In many cases, an interview results. After the candidate interviews for the job, the Advisor calls the manager to learn his or her impression of the candidate. The Advisor is especially interested in eliciting a candid evaluation which the manager might have been unwilling to voice to the candidate. If appropriate, the Advisor then calls the employee with an assessment of the employee's performance during the interview and with advice for future interviews or re-evaluation of the employee's career plan.

It is clear that the job posting system has increased in importance as a means to career mobility since the initiation of the Human Resources Program. Moreover, the Employee Advisor's use of informal contacts with managers has helped to integrate the formal and informal approaches to job placement within the Company.

FUTURE OF THE PROGRAM

During her first year as Employee Advisor, Jones had substantial impact in all of the areas which Smith and Brown had targeted when they had initially conceived the position. Jones played an important part in conflict resolution by serving as a link between employees and managers. She delivered quality career counseling services to both employees and their managers. She confirmed the need for and participated in the development and implementation of special services for women and minorities. And she developed close linkages between the Human Resources Program, the Job Posting System, the Tuition Aid Program, and training activities. As a result of these linkages, many employees began to use the job posting system and

to participate in educational programs.

Although the Communications Company has not yet had an opportunity to undertake a systematic evaluation, the initial implementation of the Human Resources Program is considered very successful by most top executives of the firm. Furthermore, the Affirmative Action and Organization Development departments are well along in implementing several other components of the Program which are not described in this article. Presumably, other organizations with similar circumstances could use an Employee Advisor strategy as a significant first step in implementing a multi-faceted human resources program.

III

Programs in Educational Institutions

- Metropolitan State University
- Jamestown Community College
- Nine Career Counseling Centers

Metro U faculty member advises student.

8

Metro U Caters to Adult Development

Students at Metropolitan State University in Minneapolis-Saint Paul design individualized educational plans for learning and documenting the competences necessary to achieve their career and life goals. Implementation of the plans relies heavily on faculty, facilities and other resources from the community. This reliance on student-designed programs and community resources proved so effective for meeting the needs of adult students that Metro U received full accreditation in only 3½ years.

In the late 1960's, several leaders in the Minnesota State College System became concerned about the large number of adults in the Twin Cities area who dropped out of conventional institutions before completing a baccalaureate degree. Many of these adults were discouraged by the procedures of these institutions which were designed for youths in full-time attendance rather than for adults with family and job responsibilities. Moreover, many of these adults had accumulated learning from work and life experiences which was thought to deserve college credit. Consequently, the System's leaders began planning a non-traditional university focused on meeting the special needs of adult learners.

In order to minimize resistance from established educational institutions in the Twin Cities area, the planners limited the proposed institution to the upper-division (Junior and Senior) years. Initial efforts to win State Legislature approval still were unsuccessful. However, when the prestigious Citizens League of Minneapolis-Saint Paul strongly backed the concept in the spring of 1971, the Legislature authorized $300,000 for the planning and operation of a "metropolitan state college." Two years later, the new

institution became "Metropolitan State University" when the State College System became the State University System.

David E. Sweet, who had done much of the initial planning, was appointed Metro U's first president. Since the Legislature had appropriated too little money to both plan and operate the school during the 1971-73 biennium, he set out to gain additional support, and raised over $500,000 from the Carnegie Corporation of New York, the Hill Family Foundation, the Busch Foundation and several federal agencies. In the process, Sweet and his staff drafted five "Basic Tenets" to guide the development of the new institution. Although these tenets subsequently have been refined, their basic thrusts have remained unchanged. The current versions, which are listed in the shaded box, continue to serve as the central reference points for Metro U policies and procedures. Underlying these tenets is a vision which motivated Sweet and his colleagues from the start; he summarized this vision at the conclusion of Metro U's *Self-Study Report* for accreditation:

> At the heart of the vision is a belief that individual men and women have the capacity to assume responsibility for their lives and for their education. Metro U's commitment to developing graduates who are life-long, self-directed learners is a commitment to enabling human beings to transcend the limitations which seem to inhibit their full realization of that inherent capacity.

STUDENTS AT METRO U

In February 1972, Metro U began admitting students who were attracted to this vision. The number of students rose from 150 in June 1972 to 500 in the fall of 1973, to a plateau of approximately 2300 in 1977. Most of these students were only part time; full-time-equivalent (FTE) students rose from approximately 150 in 1973 to 865 in 1977. Recently about 1600 degree-oriented students have registered for "learning activities" at Metro U each quarter, as well as about 100 non-degree students.

The median age of Metro U's students at admission has remained around 35 years of age. Less than 5% have been 22 years old or younger, while about 30% have been over 40 years old. Seventy percent of the students are married and over 80% are employed, mainly in full-time jobs. Most of these jobs are managerial, technical or professional. According to the Calhoun et al. study (see references),

> students most often cite financial problems and family or marital responsibilities as the major reasons for not having previously completed a baccalaureate degree. The three most important reasons students cite for enrolling in Metro U are: (1) to satisfy a personal desire to achieve a college education; (2) to achieve personal enrichment; and (3) to enhance vocational opportunities. The features of Metro U which are most attractive to students are: (1) the flexibility of the program; (2) the individualized educational program; and (3) the opportunity to earn credit for learning gained from prior experiences.

METRO U STATEMENT OF ITS BASIC TENETS

I. The university vests in each individual student responsibility for and authority over his or her education. The university vests in its officers and faculty responsibility for and authority over teaching and for determining whether or not a student has given adequate evidence that he or she has achieved his or her educational objectives.

II. The university records a student's educational progress in terms of the competences the student achieves and *not* in terms of the number of courses or other units of experience which the student undertakes to achieve learning.

III. The university recommends that each student receiving a bachelor of arts degree demonstrate a high level of competence in each of the following areas: communications; community; vocation; culture, science and tradition; and avocation. To achieve competence in the areas listed means that students must know and use many of the arts, sciences, humanities, and applied disciplines. It also frequently means that students will require types of knowledge and understanding that vary significantly from the types usually associated with higher education, particularly experientially-based knowledge. The university respects and supports a broadening of the concept of what constitutes a college education.

IV. The university believes that whenever appropriate, students should use community resources, including human resources and events controlled by agencies and organizations external to the university, to achieve their educational goals.

V. The university expects that those upon whom it confers degrees will be lifelong, self-directed learners committed to excellence in their learning.

The majority of the vocationally-oriented students wish to finish their degrees for career development purposes. However, 10% to 15% of Metro U's students sought admission specifically to prepare for making career changes.

BECOMING A DEGREE CANDIDATE AT METRO U

Early in its history, Metro U encouraged adults with a diversity of academic credentials and life experiences to apply for admission and develop educational plans. Prospective students who earned more than 90 quarter hours of credit from courses in other postsecondary institutions gained immediate admission to the University. On the other hand, applicants with fewer than 90 credits were not admitted until they had documented "competences" gained from previous education, work and life experiences which had resulted in learning judged to be equivalent to 90 credits. Once admitted, students were assigned "Faculty Advisors" to assist them individually in developing "Degree Plans" with enough competences to equal an upper-division education. These plans contained upper-division college credits earned from other schools, documentable competences previously

mastered from work and life experiences, and/or additional competences which students planned to master by means of learning activities such as courses, internships and independent studies.

This approach, and two variations attempted by Metro U, proved to be inefficient ways to admit students and develop Degree Plans. Only a small fraction of the applicants who had earned fewer than 45 credits was able to document sufficient competences to achieve Junior status. In addition, most applicants with 45 to 89 credits took months to document the competences necessary for admission. The admitted students also had difficulty developing Degree Plans, typically taking six months to do so. The faculty in turn found it very time consuming to assist students with their Degree Plan development on a one-to-one basis.

Metro U overcame these difficulties during 1974-77 by introducing a stricter criterion for applicants, an Admissions Workshop, and a course for developing Degree Plans. People who had earned fewer than 45 credits were referred to community colleges, while applicants with 45 to 70 credits were required to attend the Admissions Workshop to learn more about non-traditional education at Metro U and to document the competences they had achieved from previous experiences. Later, this workshop added career and life planning and became the "Planning and Assessment Workshop."

The most important innovation proved to be the course for developing Degree Plans entitled the "Individualized Educational Planning Course" (IEPC). In this six-week course, students first discuss the general purposes of adult education, clarify their individual educational goals, and determine which of their prior learning experiences are relevant to the goals. They then develop *draft* Degree Plans including the competences they have already gained and the learning strategies they will employ to master the rest of the competences they need to achieve their goals. IEPC students also learn means for evaluating and documenting competences gained from past and future learning experiences. Finally, they are introduced to the philosophy, policies and procedures of Metro U which enable each student to pursue a self-directed individualized education. At the conclusion of the course, students must pass an examination on these concepts and procedures.

In order to complete the IEPC, the student also must submit the draft Degree Plan to be evaluated by the faculty. This plan must contain from 12 to 24 competences, depending on the number of upper-division quarter credits the student can transfer into Metro U. A Plan may contain more than 24 competences if a student considers the extra competences essential to achieving his or her educational goals. Moreover, at least one past or planned competence must address each of the five major areas of learning listed under Tenet III of the Basic Tenets. The draft plan is approved by the IEPC instructor and two other faculty members. Students who pass the IEPC exam and have their draft Degree Plans approved become "Degree Candidates." After consultation with their Advisors, Degree Candidates may revise their Plans to accommodate any changes in their educational or career objectives; they not only may make changes in the content of competences, but also may reduce or increase the total number. This authority is derived from the first of the five Basic Tenets.

PERMANENT AND COMMUNITY FACULTY

Having given Degree Candidates authority and responsibility for their own education, Metro U assigns Faculty Advisors to assist them with the implementation of their Degree Plans. Faculty Advisors can be either "permanent faculty" or "community faculty." Permanent faculty are selected for their talents as generalists as well as for their academic credentials. Community faculty usually are specialists employed full time in a variety of occupations outside of educational institutions. Most of the permanent faculty are full-time salaried employees of Metro U, while the community faculty are paid fees based on their student load. The number of permanent faculty is about 25, while community faculty number around 300.

Each full-time permanent faculty member concentrates at least half of his or her work on one task, usually on advising students regarding the modification or implementation of their Degree Plans. Seven additional tasks also occupy the permanent faculty:

- developing and brokering educational resources for students
- teaching IEPC and other courses
- supervising internships and independent studies
- assessing the achievement of competences
- giving presentations about Metro U and interviewing applicants
- engaging in research, development and evaluation activities
- coordinating the community faculty

The permanent and community faculty are organized into four "Academic Centers": Arts and Sciences, Communications, Business and Public Administration, and Human Services. The centers recruit new community faculty members, screen community faculty recruited by students, and orient the new faculty in cooperation with Metro U's Office of Learning Resources. During their orientation, community faculty are asked to specify one or two of four kinds of services which they would prefer to provide. These services include: (1) instruction in independent studies and Group Learning Opportunities (GLOs), Metro U's name for its courses, (2) assessment of competences, (3) assistance to students in developing Degree Plans and to the office which reviews the plans, and (4) supervision of internships, contributions to workshops, and availability to help meet *ad hoc* needs.

The Office of Learning Resources has developed a series of training programs for community faculty, which permanent faculty may attend as well. In addition to a two-hour orientation, there are workshops on teaching skills, internship supervision, Degree Plan consultation, assessment of competences, and IEPC instruction. Community faculty also are invited to monthly breakfasts which include all permanent faculty and high level administrators. Furthermore, the Office of Learning Resources publishes a monthly *Community Faculty Bulletin*, which complements the University's newspaper *Catlyst* in keeping the community faculty informed of new developments at Metro U.

THE COMMUNITY AS CAMPUS

Just as Metro U relies extensively on community faculty, the University also has emphasized using available community facilities. To house the administration and permanent faculty, a central coordinating center is located in a large office building in St. Paul. A small permanent office also has been established in Minneapolis. In addition, Metro U rents classroom space on a year-round basis from Bethlehem Lutheran Church and Franklin Community Libraries in Minneapolis. Otherwise, classes are held wherever space is donated or can be rented at low cost.

After overcoming some obstacles, Metro U arranged for its students and faculty to use the libraries of about three dozen postsecondary educational institutions and city or county governments in the metropolitan area, including the University of Minnesota's system. Furthermore, through internships and independent studies, Metro U students gain access to necessary equipment and laboratory space in many other organizations. Early in Metro U's history, most of these community resources were loaned free of charge. Community institutions continue to cooperate, but many now charge some rent.

Since Metro U does not need to maintain a large campus, over 85% of its $1,500,000 annual expenditures go to fees for the community faculty and to salaries and fringe benefits for permanent faculty and administrators. The income to pay these and other Metro U expenses comes from three major sources: an annual allocation from the State University System, tuition and fees, and grants and gifts. The annual allocation is tied to the number of competences approved by the University; twelve competences equal one FTE student. For several years, the number of competences approved by Metro U each year has remained around 10,400 and the annual allocation has been near $900,000. Tuition and fees constituted an additional $400,000 in Fiscal Year 1977.

THE ADVISING OFFICE

Metro U initially relied on community resources not only for its facilities, but also for most of its counseling services. It soon became apparent, however, that certain counseling needs of prospective and admitted students required additional attention. The Metro U faculty and administration began to address these needs by creating IEPC. Moreover, to coordinate its counseling services, Metro U established the Advising Office in July of 1975. This Office has grown to include a full-time Director, five FTE counselors, and six interns and secretaries.

The Advising Office carries out or brokers several kinds of counseling. First, it offers guidance on the policies and procedures of Metro U. Second, the Office arranges IEPC sections and manages the articulation between IEPC and the Faculty Advisors. Third, the Office advises students who do not have immediate access to Faculty Advisors. Fourth, it works with students who have complaints about Metro U. Fifth, the IEPC instructors

and the Office staff diagnose needs for personal and family counseling and broker assistance outside of the University.

The Advising Office also spends time reactivating the Degree Plans of students who have not registered for two or more quarters due to personal reasons or family and work responsibilities. Metro U does not penalize students for suspending their education, but does move them to an "inactive" category after two quarters. Upon their return, inactive students frequently wish to change their Degree Plans and/or need new Faculty Advisors because their old advisors have been assigned to new students.

Finally, some of the returning students, prospective students, and active students need assistance with career and life planning. Some of this assistance is provided by the Advising Office staff, IEPC instructors and Faculty Advisors. In order to offer more extensive assistance, however, the Advising Office houses the Metro U Career and Life Planning Program.

The Program was initiated in July 1976 with a two-year grant for $77,000 from the Fund for the Improvement of Post-Secondary Education (FIPSE). During the first year of the grant, the Program Director and his two-person staff compiled a resource library, helped expand the *Career Development Guide* of the Advising Office, and organized seminars for counselors wishing to learn more about mid-career adults. The Program staff also began giving career and life planning sessions in the IEPC classes and the Planning and Assessment Workshops.

During its second year, the Program began offering a series of workshops to Metro U students and other adults needing career planning assistance. The first workshop introduces students to career and life planning techniques, including the use of interest inventories, job experience assessment, values clarification, personnel consultants, and employment services. At the introductory workshop, three follow-up workshops also are publicized. These include "Designing the Job Search Campaign," "Resume Writing," and "Employment Interviews." The introductory workshop was offered six times during the fall and winter of 1977, and each of the follow-on workshops was offered twice in the first half of 1978. At a charge of $10 or $12 per person, each of these workshops typically attracted about fifteen people. The Program also offered two introductory "mini-workshops" in the spring of 1978 for no charge; these two-hour workshops drew 124 and 146 participants.

For individuals seeking more intensive career and life planning, the Program designed a full-length Metro U course entitled "Work and Your Future." By the end of the course, students generate an assessment portfolio of skills and prior achievements as well as a career and life plan. This course enrolled 38 students in the fall of 1977 and twenty students each quarter in the winter and spring of 1978.

LEARNING AND ASSESSMENT OPTIONS AT METRO U

The University offers many additional options which enable adults to develop their present careers or prepare for new ones. These options include:

- Assessment of Prior Learning
- Assessment of Other Learning
- Recording of Other Institution Learning
- Student-designed Independent Study
- Faculty-designed Independent Study
- Internships
- Group Learning Opportunities

In order to assess a competence gained from prior learning, a student first indicates this intention in his or her Degree Plan and obtains pre-assessment counseling from the Assessment Office and often from his or her Advisor as well. Having ascertained that the prior learning is likely to be judged as being at college level and appropriate for assessment, the student registers for an assessment of prior learning. Metro U then issues "Learning-Assessment Agreement" (LAA) forms to the student who in turn gives them to an evaluator he or she has selected and to one designated by the University. The student negotiates with the evaluators the exact means of stating and measuring the competence, and implements the measure under each evaluator's separate scrutiny.

If the student wishes to learn a competence from a training program in a non-accredited organization, he or she indicates this intent at a Metro U registration after pre-assessment counseling, and undertakes the learning activities of the organization. The resulting competence is subject to the Assessment of Other Learning process in which it is evaluated by both a student-selected and an University-selected evaluator. On the other hand, if the learning activity is a course offered by an accredited institution at the upper division level, the student in this case arranges admission to the course, pays tuition to the other institution, and upon successful completion of the course, transfers the credit to Metro U for a small fee.

For students who wish Metro U assistance in mastering competences, two kinds of independent study are available. Early in the University's history, most independent studies were designed by students alone or with the assistance of the faculty members who agreed to be both the instructors during the studies and evaluators at their conclusion. Faculty who liked some of the resulting "student-designed" studies and thought other students would like them, offered them as "faculty-designed" studies during later terms. The faculty also began developing faculty-designed independent studies in their areas of special interest. Students register quarterly for both student-designed and faculty-designed studies, and LAA forms are issued to the instructor-evaluators. Only one evaluation is required per independent study because the learning is supervised and evaluated by a Metro U faculty member.

In addition to independent study options, a Metro U student may elect internships designed either by the student or by the Metro U administration. As elaborated shortly, an internship is a supervised *on-the-job* learning experience in a business or industrial firm, a government agency, or a community organization. (When a firm or agency provides a formal training program *off-the-job*, Metro U recognizes the resulting competences by means

of Assessment of Other Learning.)

Since the same competence frequently is sought by many students, Metro U also offers Group Learning Opportunities. Some faculty and observers of Metro U argue that many GLOs are indistinguishable from courses given in more conventional postsecondary institutions because the GLOs have regularly scheduled classes, standardized competence statements and final exams. On the other hand, GLO students have the right to negotiate individualized statements and competence measures. Moreover, as indicated in the *Self-Study Report*, many faculty and administrators argue that the GLO at Metro U . . .

> is an alternative to a traditional course because it is taught by community faculty who bring to bear the practitioners' expertise and approach that are qualitatively different from [those of] traditional teachers, typically with "only" an academic expertise and approach. Community faculty have been attracted to Metro U because they are interested in older students working independently, have an interest in nontraditional modes of learning and recognize the value and importance of experiential learning.

Because students have repeatedly requested learning activities in certain specialties, the University's GLOs are clustered under various headings (see Table I) which in turn are placed under the four Academic Centers. The GLOs are listed in a periodically-updated *Learning Opportunities Catalogue*, which also includes many examples of internships and student-designed and faculty-designed independent studies, as well as information about IEPC and other Metro U learning and assessment options. In order to indicate which GLOs and faculty-designed independent studies are available each quarter, a *Class Schedule* is mailed to all students. The fall 1977 *Schedule* listed 142 GLOs, 119 faculty-designed independent studies and six non-credit workshops.

Although about one fourth of the GLOs offered each quarter are cancelled due to low registration, GLOs are by far the most frequently used learning and assessment activity at Metro U. Among the 10,400 competences assessed and approved during the 1977-78 school year, approximately 48% came from GLOs, 8% from faculty-designed independent study, 8% from IEPC, 6% from internships, and 3% from student-designed independent study. The remaining 27% of the assessed and approved competences came from Degree Candidate documentation of prior learning (18%), Planning and Assessment Workshops (6%), and assessment of other learning (3%). An additional 554 competences learned in other accredited institutions were recorded by Metro U.

The proportion of GLOs to other kinds of learning and assessment activities has risen steadily throughout Metro U's history. This rise has partially reflected faculty improvement in anticipating when many students will want to learn the same competence. Moreover, although many faculty urge students to design their own learning activities, other faculty members prefer GLOs because they are similar to conventional college courses. Since GLOs are more highly structured than other Metro U learning activities,

TABLE I

CLUSTERS OF LEARNING ACTIVITIES AT METRO U

Arts and Sciences

humanities/literature
outdoor recreation/physical conditioning
photography/film
science/mathematics
social science
visual and performing arts

Communications

language/languages
mass media
reading/writing/speaking

Business and Public Administration

accounting
data processing
economics
general management
law
marketing
personnel management
real estate

Human Services

chemical dependency
counseling
criminal justice
general human services
health care
human resources development
human services administration
mental retardation
social gerontology
social welfare services

some students might use them to avoid the self-discipline necessary to formulate competence statements, to design independent learning activities, or even to study alone for a faculty-designed independent study. On the other hand, students find GLOs attractive because their educational goals require preparation in standardized fields. In fact, the faculty has developed recommended GLO sequences in response to requests from career changers that Metro U offer certain standard courses in well-established professions.

INTERNSHIPS AND CAREER CHANGE

Internships have proven to be the most important learning option for Metro U students preparing to make career changes. In addition to providing first hand knowledge and skills relevant to new occupations, internships offer opportunities for students who are uncertain about their career choices to explore the work environments in new fields. Moreover, internships are a major vehicle which Metro U students use to obtain job placements with new employers.

Internships are used to make career changes within places of employment as well as to move to new organizations. Although Metro U does not permit ordinary work assignments to be internships, students may be awarded competences for new kinds of assignments. For example, an electronics technician who wanted to do personnel and affirmative action work developed a Metro U internship involving a part-time personnel assignment with his employer. After completing the internship and the other competences in a Degree Plan emphasizing counseling and personnel work, the student was able to secure a regular personnel position with the employer.

In addition to assisting students to arrange their own intern placements, the Internship Program Coordinator develops internship positions with a variety of public and private organizations and then finds Metro U students to fill the positions. To make certain that the positions are relevant to the educational goals of Metro U students, the Coordinator visits IEPC classes for discussions of what students want in internships. The internships developed by the Coordinator typically require 12 to 15 hours per week for three months.

Each internship has a supervisor at the on-the-job site who becomes a community faculty member. In order to train these supervisors, the Internship Program has developed a two-hour workshop and an *Internship Supervisor Manual*. The supervisor is expected to orient the student to the job site and to assist the student in defining the internship's objectives and designing the strategies for achieving them. The supervisor also monitors and coaches the intern, provides career guidance, and evaluates the intern's achievement. The last two tasks are especially important for students preparing for career changes. If the intern's prospects in the new career field look good, he or she ideally will have used the internship to make the contacts necessary to obtain a job in the field, typically after graduating from Metro U.

A CAREER CHANGER AT METRO U

Jim explored a number of occupations in high school during the late 1950s and in two colleges during the first half of the 60s. He directed a dance band, did paramedical work, helped build an electron accelerator, studied chemistry and pharmacy, and assisted a coroner with autopsies. Although he liked working with specialists, he found that he disliked most of the academic courses required of specialists. In the spring of 1966, Jim dropped out of college for the third time and became a full-time salesperson in a music store in order to support his family. During the 1969 recession in the music business, he changed careers to become a pharmaceutical salesperson.

Meanwhile, Jim became increasingly involved in public relations as an avocation. He wrote brochures on his own time for local politicians and community organizations. The more he was bored with his daytime sales job, the more he "buried himself" in volunteer promotional work.

Jim enrolled at Metro U in August 1972 after hearing President Sweet talk about the Univeristy on a radio show. Jim took eight months to devise a Degree Plan designed to prepare him for a new career in public relations. The resulting plan combined documentation of prior experiences with two self-designed independent studies and two internships. Learning of his Plan, the pharmaceutical company agreed to pay Jim's tuition at Metro U and made an informal promise to move him into public relations after he finished his degree.

A state-run program which placed public relations interns in community agencies asked Jim if he would like to be an intern to the Governor's Press Secretary. Soon after taking this position, Jim was given major responsibilities for the Governor's public relations. In his second internship, Jim assisted a leading television newscaster in the Twin Cities.

For the first independent study, Jim studied survey research methodology, undertook a survey for a politician, and used the resulting data to develop an effective campaign brochure. His second independent study gave him the chance to refine his interviewing skills under the supervision of an experienced welfare agency official.

When Jim graduated in April of 1974, the pharmaceutical company refused to transfer him into public relations due to changes in the firm's top management. Since Jim had continued to work for the Governor's Press Secretary on an informal basis, he was able to obtain a job in the Governor's Press Office. In January of 1975, Jim took over management of the entire Office. A year later, he became Director of Publicity and Publications in the Minnesota Department for Economic Development, and six months after that became the Deputy Commissioner of the Department.

In February, 1978, Jim left the state government and founded his own company, which specializes in public relations and corporate public affairs consulting. Regardless of what he decides to do next, Jim is confident that he can make the change because of the self-directed lifelong learning skills he gained from Metro U.

STEPS TO GRADUATION

The steps required to attain a Metro U degree are shown in Table II. The first six steps have already been discussed: these include: (1) admission to Metro U, (2) participation in IEPC, (3) approval of a draft Degree Plan and Degree Candidate status, (4) assignment of a Faculty Advisor, (5) selection of learning activities and competences to be assessed in the next quarter, and (6) registration for the activities and assessments. At Step 6, students pay tuition and fees determined by the number and nature of the selected learning activities and assessments. The total cost to a student for obtaining twelve competences from learning activities during four quarters typically would run about $700.

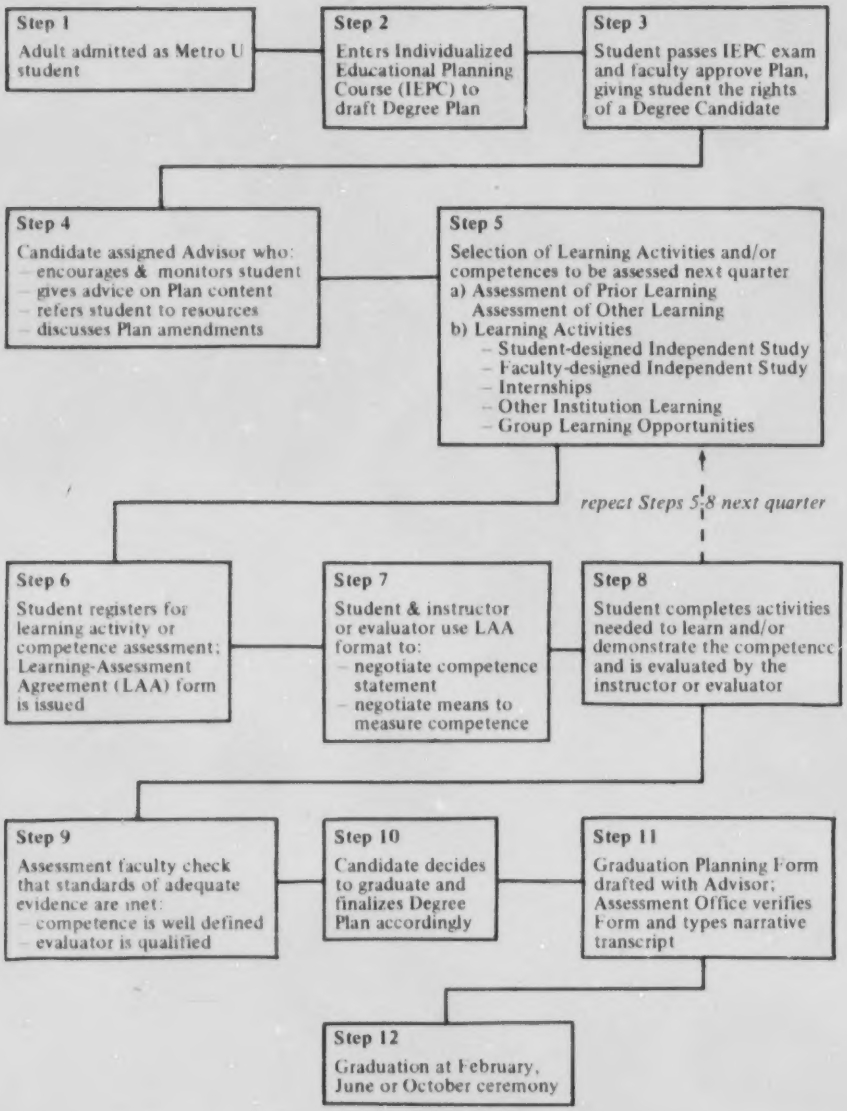
The student and the instructor/evaluator use the LAA format to *negotiate the competence statement (Step 7)* and a statement of the means by which the competence was already achieved or will be learned. The competence statement generally has both a theoretical and a practical element, as well as an indication of the level of competence. The techniques for measuring the competence also are agreed upon and described; techniques include: oral interview, objective test, simulation exercise, performance test, situational observation, product evaluation, and essay test. After negotiating the LAA, an *evaluator measures the competence (Step 8)* if the student has already mastered it. If not, the student completes the learning activity and the instructor evaluates the competence. In either case, a statement of the evaluation result is agreed upon by the student and evaluator or instructor. This statement is then added to the LAA form.

The LAA form which is submitted to the Metro U Assessment Office constitutes the student's evidence of achieving the competence. Faculty and staff assigned to the Office review the student's evidence to make certain that the *competence is well defined and the evidence of achievement is adequate (Step 9)*. During 1977, the Assessment Office approved the evidence in 95% of the LAA forms submitted for the first time. The remaining forms were returned to students with critiques indicating changes needed in order to obtain approval.

A Degree Candidate has the *authority to prepare for graduation (Step 10)* whenever he or she has documented enough competences and quarter credits to feel worthy of a BA degree. Most students make this decision when they document the competences and credits in their Degree Plans, which generally will have been amended since the conclusion of IEPC. Typically, the amendments improve the plans by increasing the precision of competence statements and replacing weak competences with stronger ones. Some students decide that they should document one or more extra competences, while some others decide to graduate with fewer competences and credits than were contained in their original plans. This latter outcome is most likely to happen when a student with 22 or 23 competences is applying for a new job which requires a BA credential. However, the student must go through the amendment process in order to reduce the number of competences; if the faculty feel that the resulting number and mix of competences is not equivalent to a BA-level performance, the processing of

TABLE II

STEPS TO EARN A METRO U DEGREE


Step 1
Adult admitted as Metro U student
Step 2
Enters Individualized Educational Planning Course (IEPC) to draft Degree Plan
Step 3
Student passes IEPC exam and faculty approve Plan, giving student the rights of a Degree Candidate
Step 4
Candidate assigned Advisor who:
– encourages & monitors student
– gives advice on Plan content
– refers student to resources
– discusses Plan amendments
Step 5
Selection of Learning Activities and/or competences to be assessed next quarter
a) Assessment of Prior Learning
Assessment of Other Learning
b) Learning Activities
– Student-designed Independent Study
– Faculty-designed Independent Study
– Internships
– Other Institution Learning
– Group Learning Opportunities
repeat Steps 5-8 next quarter
Step 6
Student registers for learning activity or competence assessment; Learning-Assessment Agreement (LAA) form is issued
Step 7
Student & instructor or evaluator use LAA format to:
– negotiate competence statement
– negotiate means to measure competence
Step 8
Student completes activities needed to learn and/or demonstrate the competence and is evaluated by the instructor or evaluator
Step 9
Assessment faculty check that standards of adequate evidence are met:
– competence is well defined
– evaluator is qualified
Step 10
Candidate decides to graduate and finalizes Degree Plan accordingly
Step 11
Graduation Planning Form drafted with Advisor; Assessment Office verifies Form and types narrative transcript
Step 12
Graduation at February, June or October ceremony

the amendments can be delayed and the student required to discuss the changes with Metro U's top administrators. A study of the students graduating in February 1977 showed that 96% were within two competences of 24 and that almost as many students documented extra competences as decided to graduate one or two short of the norm.

The prospective graduate meets with his or her Adivsor in a "graduation planning meeting" to verify the completion of the Degree Plan and to *fill out a "Graduation Planning Form" (Step 11)*. This Form indicates the competences and credits to be included in the graduate's narrative transcript. If the Candidate and his or her Advisor disagree either on the completion of the Degree Plan or on the content of the Form, they may turn to the Assessment Office or the Vice President of the Academic Program for mediation. When the Form has been finalized, it is submitted to the Assessment Office for final verification. The Office then types the narrative transcript following the Candidate's directions in the Form. A condensed version of each LAA form can be appended to the transcript.

Graduates receive their diplomas at *graduation ceremonies (Step 12)* held three times each year. As of June 1978, Metro U had graduated 1,473 students.

CONSORTIUM IN COMPETENCE-BASED EDUCATION

From the inception of Metro U, President Sweet hoped that its adult-oriented degree process would be adopted by other postsecondary institutions. He was especially concerned that this kind of education be available for adults at the Freshman and Sophomore levels; many of these adults applied to Metro U but were not admitted because they lacked sufficient college credits and documentable competences. Consequently, Sweet and his staff designed the "Metropolitan Consortium in Competence-Based Education" (CBE) to assist the six community colleges in the Twin Cities area with the development of CBE programs. In June of 1973, FIPSE awarded $445,630 to the Consortium for a three-year project.

During the project's first year, at least two faculty from each college helped teach IEPC at Metro U. Since the colleges found that they did not agree on the details of the Metro U model, their presidents decided that each college should adapt the model to address its unique situation. On the other hand, the assessment of prior competences was centralized at a "Metropolitan Joint Assessment Service Center." The colleges enrolled their first CBE students in the winter quarter of 1974-1975. Shortly thereafter, Metro U shifted the administration of the Consortium from Metro U to the State Community College System.

By the spring of 1976, the six colleges had admitted 814 students. These students were very similar to Metro U students in their demographic characteristics. For example, their median age was 34 and only 4% were 22 or younger. Seventy-six percent worked thirty hours or more per week. They also turned to CBE for the same kinds of reasons that have attracted adults to Metro U.

Despite early difficulties in operationalizing the project, the top executives in the community colleges remained sold on the CBE concept. However, most of their faculty members continued to show little interest. The numbers of students in the programs also proved somewhat disappointing from Metro U's viewpoint. Student progress through CBE was slower than anticipated and attrition was higher. Upon graduation with Associate degrees, many of the students did not continue their formal education. Many of those graduates who did continue transferred to conventional upper-division programs rather than to Metro U. Consequently, by February 1976, Metro U had admitted only 40 to 50 Consortium graduates. A far larger number had been envisioned.

Although Metro U continued to work with the Consortium to improve the CBE programs and expedite the transfer of their graduates to Metro U, the community colleges lacked sufficient commitment to the Consortium to maintain the Joint Assessment Service Center when the FIPSE funding ended. Soon thereafter, the CBE programs in four of the colleges shrank to marginal status. Only at Inver Hills and Lakewood Community Colleges have the CBE programs continued at the scale of operation attained during the period of the FIPSE subsidy.

FUTURE PROSPECTS OF METRO U

Like the community college CBE programs, Metro U experiences pressures to become more conventional. External pressures come primarily from graduate schools which prefer quantitative to narrative transcripts, and from the State University System which expects conformity to its policies and procedures. Internally, students tend to rely increasingly on GLOs and faculty-designed independent studies, rather than defining their own competence statements and designing their own learning activities. Some faculty exacerbate this tendency.

On the other hand there are counter pressures working to sustain the Metro U experiment. For example, the North Central Association of Colleges and Secondary Schools was so impressed by Metro U's non-traditional procedures that it granted full accreditation to the University in July 1975, only 3½ years after admission of the first Metro U students. Full accreditation was awarded sooner to Metro U than to any other baccalaureate degree granting institution in the Association's history, in part because the Association's site evaluation team sensed the pressures on the University to become more conventional. The team specifically warned Metro U against responding to those pressures.

An additional positive factor is the influence of individuals scattered throughout the State Legislature, State University System and business community who remain vocal supporters for the non-traditional aspects of Metro U. Among these individuals are a growing number of Metro U graduates. The extent to which the graduates are committed to Metro U's approach is evident not only from their recruiting efforts and their financial contributions, but also from their responses to a 1977 survey question which

asked whether they would apply to a Metro U Masters Degree Program if one were created. Only 15% said they would not apply, while another 21% were uncertain. Almost two thirds of the graduates checked that they would apply.

Metro U graduates are committed to the vision which inspired the founders of the University. The heart of this vision is the belief that individuals can assume responsibility for their education and can become life-long, self-directed learners. Since this vision is highly appropriate to career changers and other adults striving for full realization, the Metro U model deserves serious consideration by any postsecondary educational institution serving adults.

FOR FURTHER INFORMATION

Calhoun, Annie Belle et al. **An Individualized Competence-Based Assessment Model**: CAEL Institutional Report on Metropolitan State University. Princeton, N.J.: Cooperative Assessment of Experiential Learning (CAEL), Educational Testing Service, September 1976.

Individualized Educational Planning. Saint Paul, Minnesota: Metropolitan State University, 1977.

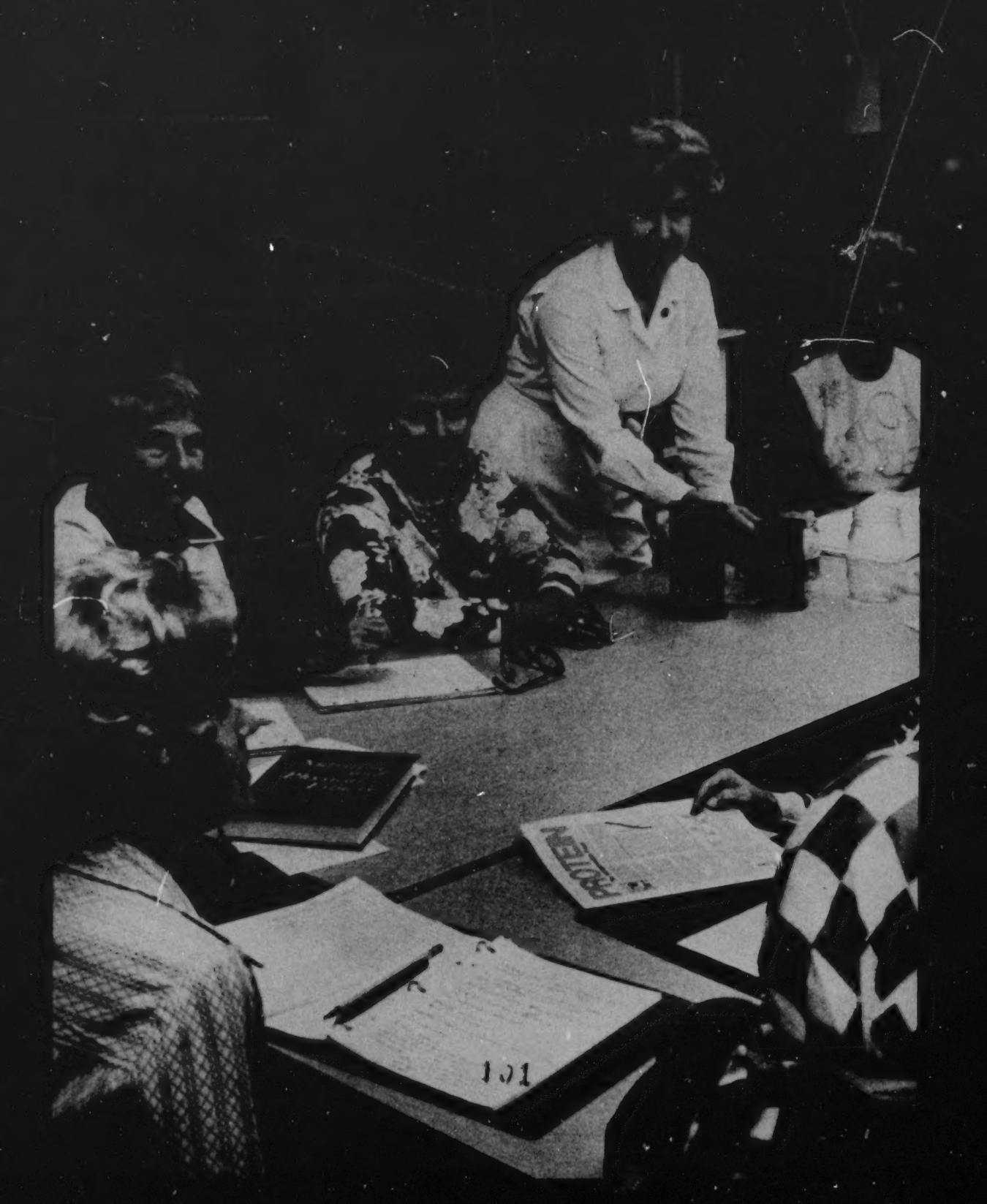
Learning Opportunities Catalogue: 1978-1979. Saint Paul, Minnesota: Metropolitan State University, 1978.

Parker, L. Allen. **Metropolitan State University: An Institution for Adult Development and Career Change.** Cambridge, Massachusetts: Technical Education Research Centers, 1978. This 124-page case history thoroughly describes the various aspects of Metro U mentioned in this chapter and also considers its governance, administration and evaluation mechanisms.

Self-Study Report submitted by Minnesota Metropolitan State College to the North Central Association of Colleges and Secondary Schools, May 1975.

PROGRAM CONTACT:

Dr. George E. Ayers, Vice President and Dean of Academic Programs, Metropolitan State University, Saint Paul Center, Metro Square Building, Saint Paul, Minnesota 55101.


PROBLEM
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A College Responds to Community Needs

Jamestown Community College (JCC) has developed a variety of programs in order to meet the needs of its students and of employers and government agencies in New York's western-most county. By means of joint staffing, temporary assignments and an innovative "broker" role for faculty, the College has created strong linkages among its own programs as well as between JCC and the community. As a result, JCC provides responsive counseling, educational and job hunting assistance to a diversity of adults who wish to advance or change their careers.

Jamestown Community College was founded in 1950 as the first community college in the State University of New York (SUNY) and the only postsecondary institution in the city of Jamestown. During the 1950s and early 60s, JCC was primarily a liberal arts, transfer-oriented institution for full-time students. The College also had a Continuing Education Program and a growing number of occupational courses. However, it was not until the late 1960s that the College began to create innovative community-oriented programs.

The first of the innovative programs was Potential of Women (POW), initiated in 1968 for older women wishing to return to school. Two years later, JCC established an open door admissions policy in response to SUNY's encouragement. A new JCC president, Roger C. Seager, was employed to implement the policy and direct the expansion of the College's services for the community. In 1970, JCC also started the Developmental Studies program for those open enrollment students who had poor self concepts and

weak reading and math skills. Since POW was a proven success by 1972, the faculty then began a Potential of Men (POM) program for men who wished to attend college on weekends. The same year saw the opening of JCC's extension center at Dunkirk on Lake Erie.

During January of 1973, the College introduced a "Mini-Mester" which annually offers an array of one-night to two-week courses taught by faculty, students and people from the community. The JCC Human Potential Center opened six months later with counseling and testing services. A Job Placement Office also was founded. Throughout this period, the Continuing Education Program was expanding its services. This expansion culminated in the 1975 initiation of Project Hercules to broker training programs for government agencies, business and industrial firms, and other organizations in the community. In order to provide basic educational skills to Hercules' clients on an open entry and open exit basis, JCC began a modified version of Developmental Studies in July of 1976 called the "Open Studies" program. Thus, JCC has created a variety of programs for the 70,000 residents of metropolitan Jamestown and the 80,000 citizens in the rest of Chautauqua County.

JCC also serves adjacent Cattaraugus County through a branch campus opened in 1976 at Olean. Moreover, JCC has some out-of-state students due to its location only ten miles north of the Pennsylvania border. At present, the College enrolls approximately 1500 full-time students and 1800 part-time students. This student body divides almost equally between liberal arts and occupational students, and justifies State support for a faculty of some 110 members.

INTERRELATED PROGRAMS AND COMPLEMENTARY INSTITUTIONS

The strength of the College in serving adult students, especially career changers, comes not only from the content of its individual programs, but also from their interrelationships and their linkages with institutions in the community. The interrelationships among the programs result from the multiple roles taken by faculty members and administrators. For example, most of the Hercules staff are full-time faculty who broker training programs in the community as part of their work load. These programs in turn are instructed by experts from the community and by JCC faculty members, some of whom work part time with other special College programs as well.

Another example of interrelationship is provided by the Human Potential Center. The Center's staff members are both counselors and instructors in programs such as Developmental Studies, Open Studies, and Hercules. On the other hand, the faculty teams in Developmental Studies have included members from the English, mathematics, sociology, psychology, and physical science departments. Some of these same faculty have taught in POW and POM. In addition, the JCC administration is supportive of team teaching and interdisciplinary efforts, and tries to recruit new faculty who prefer a variety of assignments to specialized teaching.

Upon returning to their regular positions, faculty who have participated

in Hercules and other special JCC programs are likely to maintain the contacts which they made in other parts of the College. Moreover, they tell colleagues about the services which they have discovered. The end result is an effective network of informal contacts spanning the College and reaching into the community. A student or community client who voices a problem to any instructor or administrator in this network is likely to be referred to someone else in the network with the knowledge or contacts to do something about the problem.

The JCC network extends to other postsecondary educational institutions in the community. For the most part, JCC's courses do not duplicate those offered by the county's other institutions, which include the Adult and Continuing Education Division of Jamestown High School, the Jamestown Business College, SUNY at Fredonia, and the vocational centers at Fredonia and Ashville operated by the New York State's Board of Cooperative Educational Services (BOCES). JCC has even offered non-credit occupational courses at the BOCES' centers in the evenings since 1973. On the other hand, SUNY at Fredonia, Canisius College from Buffalo, and Saint Bonaventure University offer upper-division or graduate courses on the JCC campus.

During the last few years, JCC also has developed working relationships with a number of business, industrial and government organizations in the County. Early in the 1970s, Jamestown reached the bottom of a long economic decline involving great animosity between management and labor. All of the region's textile firms and most of its furniture factories folded or pulled out during the decline. Then, in 1971 the area's largest employer, a metal fabrication company, was shut down, causing great concern throughout the community. In response, the Mayor of Jamestown established the Jamestown Area Labor-Management Committee to find ways in which management and labor could cooperate in improving the economic climate. The Committee was so effective that a new spirit emerged in Jamestown and was publicized nationally. JCC's President Seager was asked to be an observer of the Committee's discussions, which sometimes resulted in requests for JCC's assistance in up-grading the skills of industrial workers in the region.

Like most postsecondary institutions, the College was only marginally equipped to meet the training needs of local employers. JCC's administrative and teaching procedures were designed for semester long courses rather than short-term training. The procedures also favored specialties in which the faculty already had expertise, rather than new technologies needed by the region's workforce. Moreover, the SUNY system and the committee decision structure of JCC usually precluded quick responses to requests from employers or anyone else.

Inspired by Seager, JCC's then Associate Dean for Continuing Education David W. Petty, led the search for new ways to respond to the community's needs. The broker role and Project Hercules emerged from the ensuing experiments. Hercules brokers help employers and community groups to develop training programs and find instructors. In the process, the brokers frequently rely not only on community resources, but also upon the

JCC faculty and various programs within the College. As a result, Hercules has created linkages between the JCC programs and a wide range of organizations in the community. By means of these linkages as well as JCC's internal network, the community and career-oriented programs at the College function effectively as an integrated whole, while simultaneously operating as independent entities. Portrayed in the following sections, these programs include:

- Continuing Education and Mini-Mesters
- Potential of Women
- Developmental Studies
- Human Potential Center
- Project Hercules
- Open Studies

CONTINUING EDUCATION AND MINI-MESTERS

The Continuing Education Program offers a broad spectrum of services relevant to the community and to career changers in particular. Continuing Education is for part-time students at JCC (i.e., anyone who registers for no more than eleven credits per semester). One also must be at least 18 years old in order to enter the Program.

Continuing Education students may earn credits for courses taken in any of the 22 SUNY-approved degree programs at JCC. These areas of study range from accounting, criminal justice, and data processing to engineering science, human services, and photographic technology. Under its Banking program, JCC offers courses jointly with the Jamestown Chapter of the American Institute of Banking (AIB) and grants credits for previous participation in AIB courses. Credit for previous college-level learning also is granted in many other fields through the College Level Examination Program administered by the Human Potential Center. On the other hand, the Continuing Education Program provides many non-credit learning activities. For example, about 900 people each year participate in the JCC evening courses taught at the BOCES centers in such fields as welding, auto mechanics and horticulture. Having been introduced to new vocational fields through these Continuing Education offerings, some of the participants decide to pursue the new lines further in preparation for possible career changes.

Another vehicle which JCC has found effective for introducing people from the community to new fields is the "Mini-Mester." Adapted from the "Marathon Week" of the University of Massachusetts at Amherst, the Mini-Mester runs for two weeks each January and attracts about 1000 people by offering a diversity of courses. A Mini-Mester course includes from one to thirty "modules" of instruction; each module equals approximately two hours of classroom experience. Any of the 50 to 150 courses included in a Mini-Mester may be recognized academically by JCC at the rate of one semester credit for fifteen modules. The courses may be taught by anyone in the community including JCC staff and students. For example, a College

custodian recently taught a small building construction course. Other Mini-Mester courses range from livestock nutrition, Hinduism, and skeet shooting to astrology, resume writing, and auto mechanics for women.

The success of JCC's Mini-Mester inspired the "Modular Courses" offered by Continuing Education since 1974. Lasting from two to five classroom sessions, fifty of these courses are now offered in the spring semester and about twenty in the fall. As with the Mini-Mester courses, the Modular Courses include academic and vocational subjects as well as recreational and leisure time activities. Credit for the Modular Courses is granted on the same basis as for Mini-Mester courses.

Because JCC offers a wide range of courses through its Continuing Education Program, it has attracted many students who have already earned baccalaureate or even graduate degrees. On the other hand, the Mini-Mester, Modular Courses, and courses at the BOCES often serve as the first JCC contact point encountered by prospective students who have marginal records academically or are uncertain that they can do well in college. These students are then referred to special JCC programs such as Developmental Studies and POW.

POTENTIAL OF WOMEN

The Potential of Women program was initiated by Harry Bridges, the current Chairperson of JCC's Division of Behavioral Sciences and Human Services, who also conceived the Human Potential Center. During his evening psychology course, Bridges always included a discussion of the free-time crisis some housewives faced when their children entered school. From talking with the housewives in his course, he realized that many of them would have liked to take a JCC course while their children were at school, but had not enrolled because they feared that they could not compete with younger students.

In order to allay the housewive's concerns, Bridges created POW, which offers psychology and English courses on Tuesday and Thursday mornings. According to the JCC **Catalog**, the program is open to "mature women who have not been able to attend college because of home, family and/or job responsibilities and who may have hesitated to pursue their education in a regular classroom situation . . ." Having done well in the initial courses, most of the POW participants go on to take other courses at JCC. Some of these courses are tailored to the interests and time schedules of POW students, while other courses come from the regular offerings of the College.

The POW program initially received a good deal of newspaper publicity and was actively promoted by the JCC faculty and administration. Enrollments have run as high as 100 women per semester.

In view of the program's success, JCC decided to initiate a Potential Of Men program in 1972. This program also offered introductory psychology and English, but met on Saturday mornings. However, POM attracted only fifty students at its peak and was discontinued after three years.

DEVELOPMENTAL STUDIES

Whereas POW caters to adults with adequate academic backgrounds, Developmental Studies (DS) was created for students with poor basic educational skills. DS was envisioned by a faculty committee which was assembled in 1970 to consider the best means for JCC to work with open enrollment students who are academically deficient. From past experiences, several of the faculty were convinced that adults who are poor readers generally have self-concept problems as well. Consequently, the founders of DS decided to combine self-concept building with introductory English and mathematics. The resulting interdisciplinary program would be team taught by faculty from the areas of English, Mathematics, and Humanistic Education. Classes of up to twenty students would meet three times each week for three hours per session; these students would receive nine credits for participation but would not be graded.

The DS program initially uses an applied psychology curriculum similar to that offered by the "Achievement and Self" course in the Humanistic Education area. In the course, students focus on their individual motivation, interpersonal awareness, and the acquisition of achievement motivation. Career and life planning also are emphasized, and some students begin considering changes in their careers while in the course. When the DS faculty team discovers a student with uncertainties regarding his or her career goals, the team refers the student to the Human Potential Center for intensive career counseling.

During the exercises in Achievement and Self, the DS faculty team develops a better understanding of the academic strengths and weaknesses of the individual students. Moreover, the exercises foster interpersonal rapport between faculty and students. This understanding and rapport prove invaluable later in the DS program when the faculty intensively address student problems in reading, writing and mathematics.

HUMAN POTENTIAL CENTER

The testing and counseling needs of some of the first students in POW and Developmental Studies reconfirmed Bridge's conviction that JCC should establish a general purpose counseling and referral center. This conviction had resulted from his experiences as the JCC Dean of Students during the late 1950s and as the head of a private vocational testing service during the early 1960s. Bridges envisioned a "Human Potential Center" (HPC) which would counsel anyone from the College or community on medical, housing and personal problems as well as on career and educational goals. Although funding sources did not accept the breadth of this vision, the Appalachian Regional Commission granted three years of support to initiate an educational and career counseling center in 1973. When the grant ended, JCC took over support of HPC, which now is staffed by two full-time counselors, a part-time counselor and a full time paraprofessional.

The Center provides materials on different occupations and gives a

variety of aptitude, intelligence, personality, and vocational interest tests. Anyone in the County may use these materials and tests, and discuss the information gained from them with the Center's counselors. In some cases, the counselors assist clients to set educational goals and determine how their previous work and life experiences relate to the goals. Under the Center's Life Experience Credit Assessment program, these clients may then develop portfolios to substantiate the learning gained from their experiences. College credit also may be earned through the Center's College Level Examination Program (CLEP), which offers five general exams and 35 subject area exams. Furthermore, HPC can arrange for its clients to earn an equivalency GED diploma or to participate in the New York Regents External Degree Program or the Empire State College programs leading to the Baccalaureate degree.

The services of HPC are publicized through the JCC and town newspapers, high school counselors, and occasional talks by the Center's counselors to community groups. Clients also are referred to the Center by community service agencies and the JCC faculty. All told, HPC assists approximately 1,000 clients each year, providing most of them one or two individual counseling sessions. Over two thirds of the clients ask for career counseling, while the remainder seek personal or educational counseling. In addition to providing individual counseling, the HPC staff are instructor-counselors in JCC's Developmental Studies, Open Studies, and Humanistic Education programs. Moreover, the Center's staff members instruct in some of the training programs brokered by Project Hercules.

PROJECT HERCULES

In 1974, JCC submitted a proposal to the Fund for the Improvement of Post-Secondary Education (FIPSE) for funding to experiment with the broker role. Although the proposal was turned down, FIPSE encouraged JCC to try the role on a small scale and apply for funding again the next year. The College then initiated Project Hercules in January of 1975 by releasing one administrator and two faculty for part-time work as brokers. Part of their support came from the College and part from a six-month CETA contract with the County Office of Manpower Programs. During the six months, Hercules placed 146 CETA clients in entry-level training positions with employers throughout the County. In addition, three skills upgrading programs were brokered with assistance from the County's Department of Planning and Development. These programs averaged about thirty hours in length and served 81 participants.

Due to its initial success, Hercules received funding from several sources during its subsequent history. Beginning in July, 1975, FIPSE gave Hercules a series of grants, which totaled $288,000 in three years. The Office of Manpower Programs renewed the CETA contract for an additional year, but then discontinued its support for reasons internal to the agency. By contrast, the Department of Planning and Development increased its support from $12,000 in 1976 and $18,000 in 1977 to $25,000 in 1978 for skills training programs approved by the County. Anticipating the conclusion of FIPSE

funding in September, 1978, JCC is negotiating with the Department for further increases based on an overhead fee for each training program brokered. JCC also will continue its Hercules support, which has totaled approximately $100,000 per year in staff salaries and in-kind contributions.

Throughout most of Hercules' history, the Project has been coordinated by JCC's Associate Dean of Continuing Education. Since 1975, the Project has had three Coordinators, each of whom also has been a broker. In addition, fifteen JCC faculty members and two former businessmen have been brokers. While some brokers have been given as much as 60% released time for the role, the majority are alloted 40% – equivalent to two of the five courses a JCC faculty member typically must teach each semester. Since the broker role is the most innovative and critical element of Hercules, it deserves elaboration.

THE HERCULES BROKER ROLE

Assisted by the Labor-Management Committee and other groups in the region, brokers initially identify needs for new or renewed expertise in business and industrial firms, government agencies, community organizations, and JCC itself. Brokers next find individuals who have the needed expertise regardless of whether they have had any teaching experience. The brokers then assist the experts to arrange training programs to meet the needs. If necessary, brokers also coach the experts in teaching techniques. Some of the experts who become Hercules instructors are JCC faculty members; others are professionals or skilled craftspersons from the community. The 61 training programs brokered between July 1975 and December 1977 were taught by 33 JCC faculty and 12 community-based experts. Ordinarily a Hercules broker does not provide the needed training, but only facilitates it.

During the facilitating process, brokers maintain a low profile so that the community clients of the programs and the Hercules instructors will feel that the programs are more their creations than those of the brokers. In order to meet unanticipated needs and initiate programs on short notice, brokers employ *ad hoc* procedures, frequently by-passing the College's committees and bureaucracy. Consequently, the JCC administration often does not know what the brokers are doing, a state of affairs which Seager accepts because he is convinced that Hercules must operate as an "adhocracy" rather than as part of the College's bureaucracy. Brokers do keep records of their contacts with people in the community, estimate the costs of proposed training programs, and use formal contracts with employers, unions and instructors to finalize the plans for the programs. After the programs, brokers distribute brief evaluation questionnaires.

In addition to meeting community training needs, the broker's role was designed to help solve an anticipated problem of the College. Due to declining secondary school populations, the JCC administration predicted that the College's youth enrollments would soon plateau. The need for new faculty would then disappear and turnover of current faculty would decline because most faculty would be tenured. The administration feared that the

A HERCULES BROKER IN ACTION

Before she heard about Project Hercules, Elizabeth Black had taught all of the courses in JCC's Division of Nursing and felt "boxed in." Liz liked the Hercules concept when she learned about it, but assumed that the Project would use only male brokers to work with the region's employers. She therefore asked JCC's president if she might broker new programs within the College. He instead convinced her to become one of the first three brokers working in the community. As a broker, Liz spent most of her time arranging placements for CETA clients. She also addressed another community challenge.

The Jamestown Area Labor-Management Committee had discovered that the ten woodworking firms in the region were on the verge of a major crisis because two of the industry's three "knife grinders" were in semi-retirement and the third was approaching retirement age. These three men were the only individuals in the region who knew how to sharpen the cutting blades in many of the sophisticated woodworking machines used by the ten firms. When these men retired completely or died, the industry would be threatened with extinction. The Labor-Management Committee asked Project Hercules to develop a program to retrain one worker from each firm to be a knife grinder. Liz accepted the challenge of developing the program.

She first worked with the three knife grinding experts to compose a training manual. Because she had no knowledge of their craft, she was willing to ask "stupid" questions like "Do you use any tools in your trade?" They responded by treating her like a daughter and explaining their craft secrets, which she recorded with them in the manual. She then coached the knife grinders in teaching techniques and arranged a training time schedule with the ten firms and the woodworkers' union. The resulting program was so successful that the County's Department of Planning and Development, which paid for the instruction, continues to use the program as an example of voluntary cooperation in the "new Jamestown."

When Liz first started brokering, she was perplexed because no one could tell her exactly what a broker does and she, in turn, could not explain her job to anyone. This was a very different world from that of a nursing instructor. However, she soon learned to like the lack of guidelines for Hercules brokers and the fact that each of them had to develop his or her own standards of accountability. When she discussed this freedom and responsibility with JCC's president, he likened it to high level administration.

Liz soon announced her interest in becoming an administrator. After the conclusion of her Hercules brokering term, she was appointed Chairperson of the nursing Division. In this position, Liz has successfully introduced several innovations which the Division's faculty had earlier resisted. Since Liz had very much enjoyed her Hercules work in the community, she also decided to remain active in Jamestown politics. Last fall, Liz was re-elected to the Jamestown City Council and is its only woman member.

result would be faculty stagnation. By releasing faculty to be brokers for two semesters, the administration hoped to revitalize their enthusiasm and innovativeness. Furthermore, brokering would give faculty an awareness of possible new courses and teaching techniques which hopefully would attract new students to JCC.

These anticipated brokering benefits for the faculty have in fact been realized. The primary reason given by most faculty for becoming brokers is a feeling of being bored or stifled after years of teaching the same subjects. In addition, many of the brokers wanted to find new ways for the College to assist the community. Several faculty also were frustrated because they had been unable to initiate innovative projects within the established structures of the College. Furthermore, brokering was seen by faculty as a chance to explore new career options and to develop new skills.

Most of the brokers have found Hercules' lack of academic schedule and disciplinary barriers to be highly invigorating. Most brokers also have found that the role allows them to initiate innovative projects and address problems they have wanted to solve. For example, one broker had been interested in introducing philosophy into elementary school curriculums. He helped professors from Cleveland State University develop a children's philosophy curriculum and a teacher training workshop. Later, he and some of the 25 teachers who took the workshop were able to obtain school board approval for the inclusion of philosophy in the elementary school curriculums of Jamestown and several surrounding communities.

From the new role, the brokers gained a heightened awareness of their strengths, weaknesses and career options. They all developed new skills and learned to operate in new fields. After being a broker, the faculty member whose story is told in the shaded box gained the self-confidence to become a division chairperson, while two other brokers have become deans. On the other hand, several faculty members who had considered moves to administration discovered that they disliked the management aspects of the broker role. Some of the brokers who derived pleasure from catalyzing programs for industrial and government organizations, decided to expand their community activities.

When the brokers returned to full-time teaching or entered positions in administration, they found their work enhanced by the brokering experience. Faculty applied new teaching techniques and sought to better accommodate the preferences of a wider range of students. Another benefit was increased understanding of JCC's diverse programs and of its administration. With this understanding, several former brokers have instituted new courses or services in their divisions that they were unable to innovate before becoming brokers.

HERCULES' IMPACT ON JCC AND THE COMMUNITY

In addition to inspiring new JCC courses, Project Hercules has produced other positive outcomes. Since past and present brokers constitute about

one-seventh of the JCC faculty, their revitalization alone has been significant. The 33 faculty members who have been Hercules instructors also have found the Project stimulating and are tailoring their courses to a wider range of students. Another benefit is the recruitment of adults who begin taking JCC courses after discovering the College through Hercules training programs. Hercules also has contributed much to JCC's reputation for responsiveness to the educational needs of the entire Jamestown community.

Table I summarizes the number of people from the community who have benefited from the 61 non-CETA programs brokered by Hercules between July 1975 and December, 1977. In business and industrial firms, two thirds of these programs were devoted to upgrading skills such as blueprint reading, shop math, and forklift truck driving. The city governments of Jamestown and Dunkirk requested similar skills upgrading for operators of heavy equipment. The remainder of the business and industrial programs were focused on supervisory and communication skills and on creative problem solving, topics which also were popular with government and human service organizations such as nursing homes, hospitals, and police departments. In addition, human service organizations asked Hercules brokers to organize training programs in such areas as interviewing techniques, in-service nursing, biofeedback, and family crisis intervention. The brokers also organized a joint pre-retirement seminar for JCC and the Jamestown Area Personnel Directors Association, and a communication and assertiveness training program for the JCC secretarial staff.

The Hercules programs have been especially valuable to the County and to the Jamestown Area Labor-Management Committee because neither the employers nor the labor unions in the region have had much previous experience with skills upgrading. Playing a third party role, Hercules can organize training programs and, if need be, offer them on a neutral "turf." Moreover, Hercules can by-pass the reimbursement regulations of employers or unions when using their members as instructors. On the other hand, the Hercules brokers have maintained the backing of employers and unions through discussions at each step in the process of creating the programs. Although the County, FIPSE or the College have assumed instructor costs for most of the programs, a few have been supported by the employers who stood to benefit. More important, the employers generally have provided released time or partial pay for their participants in the programs.

As a by-product of the rapport Hercules brokers and instructors have developed with the region's employers, unions, and Labor-Management Committee, JCC has been developing a Labor-Management Studies department. JCC faculty already have initiated courses on worker participation in management decision-making and on improving the "quality of work life." These courses are taught jointly with experts from the Labor-Management Committee and Cummins Engine Company, a firm with extensive worker participation in decision making, which agreed to locate a very innovative plant near Jamestown after learning about the efforts of the Committee and Project Hercules.

TABLE I

SUMMARY OF NON-CETA PROGRAMS BROKERED BY PROJECT HERCULES

(July 1975 thru December 1977)

Type of program	number of programs	number of participants	average length of programs	range of program lengths
Skills upgrading in business and industry	22	424	20 hrs.	4 to 96 hrs.
Skills upgrading in government agencies	2	16	22	14 to 30
Supervisory and communication skills in business & industry	11	199	19	9 to 36
Supervisory and communication skills in government agencies and human service organizations	8	136	15	3 to 48
Other kinds of programs in human service organizations	16	761	14	3 to 60
Programs with J.C.C	2	52	12	8 to 16
Total or Average	61	1588	19 hrs.	3 to 96 hrs.

OPEN STUDIES AND JOB HUNTING

The rapport developed by Hercules also contributed to the creation of JCC's Open Studies program. Three Hercules brokers and two HPC counselors conceived the Open Studies program in response to the needs of some of Hercules' CETA clients. Whereas many of the CETA clients were immediately placed in on-the-job training positions, some of them lacked the basic educational skills required by the positions. Many of these individuals also had weak self-concepts and histories of moving from job to job in an aimless pattern. When the Hercules brokers referred these individuals to the HPC for counseling, it was evident to the counselors that the clients needed a program like Developmental Studies with an added emphasis on career planning and job hunting skills. However, the clients generally did not want so long a program as DS, nor were they willing to wait until a new semester before starting a program. As a result, the counselors and brokers conceptualized a shorter version of DS, which would admit new students on a week's notice.

The Appalachian Regional Commission funded an "Open Studies" program in July of 1976 as part of a two-year project for a "Basic Learning Skills Laboratory for Occupational Education Students." A career counselor from HPC headed the Open Studies staff, and she in turn employed an English teacher and a mathematics teacher. In addition to accepting clients referred by the State Employment Security Office, this team recruited students through radio and newspaper publicity, and by means of mailings and presentations to the region's clergy and the Personnel Association of Jamestown. Although the Open Studies team implemented an open entry and open exit policy, the number of students in the program at any one time was limited to twenty.

The Open Studies program meets about ten hours each week and includes four foci: mathematics, communications, career direction, and job hunting. In the mathematics and communications areas, the instructional team relies heavily upon programmed instructional materials and tutoring. As a result, new students are allowed to begin studies in either of these areas on Monday of any week. The mathematics part of the program includes not only basic topics such as decimals and fractions, but also topics useful in obtaining employment, e.g., payroll deductions, banking skills, and the metric system. Similarly, the communications area combines basic skills with immediate application; for instance, the New York State drivers manual is used as a reading text and writing assignments include resumes and job application letters.

In the career direction unit, the Open Studies team focuses on self awareness, self-concept building, interpersonal communications, and career exploration. A variety of activities are included:

- exercises in listening
- Transactional Analysis
- assertiveness theory applied to job situations
- evaluation of personal strengths and needs
- identification of work interests, abilities and values

- determination of key decisions in one's past career
- use of the Human Potential Center to explore a new career area
- achievement motivation and goal-setting exercises

The job hunting unit is designed to emphasize immediate practice. It includes exercises such as reading want ads, filling out job applications, and interviewing for a job. In addition, the Open Studies career counselor helps clients individually with their job hunting plans and current life problems. A Hercules broker and the Employment Security Office also assist the counselor and the clients to develop job leads and arrange job interviews. If the career counselor or the Hercules broker discovers job openings which are not appropriate for Open Studies' students, the JCC Job Placement Office is told about the openings.

The Job Placement Office was started in 1973 with funding from the State's vocational-technical education program. Although the Office is restricted to JCC students, many employers have learned about it through Hercules and Open Studies. The Office has developed strong contacts with additional employers through its administration of the JCC work-study program.

A HOLISTIC VISION

Part of the effectiveness of JCC's community-oriented programs probably can be attributed to the fact that the College is the only substantial postsecondary institution in metropolitan Jamestown. As sociologists have remarked when studying the city, Jamestown is most unusual because its residents feel that they are part of one big neighborhood rather than members of many competing groups. No single firm, agency or institution in this neighborhood is big enough to be dominating; instead, many organizations are significant. One of these is Jamestown Community College which, over the past five years, has developed a reputation for providing comprehensive educational services to the community.

The size of the College's faculty and student body contribute to JCC's success. With only 110 faculty, JCC is small enough to make open-door communication possible for everyone from the president down, thus facilitating the maintenance of effective linkages throughout the institution. On the other hand, JCC is large enough to staff a broad spectrum of divisions and programs for its 3300 students.

A much more important ingredient of success, however, is the widespread conviction among JCC's faculty and administrators that the College should be concerned about the overall development of every youth and adult in the region. This concern translates into a diversity of programs and informal linkages. It makes JCC an adhocracy, as well as a bureaucracy. Moreover, the diversity of programs and linkages provides JCC instructors and administrators with opportunities to play multiple roles and to expand their knowledge of themselves and their community. Many of them have become generalists who make a point of knowing where in the JCC network any student or community client can obtain assistance with his or her

development. The end result is an institution striving to practice its motto: "Let each become all he is capable of being."

FOR FURTHER INFORMATION

Jamestown Community College 1978 – 79 Catalog.

Project Hercules: Final Report. Jamestown, N.Y.: Jamestown Community College Report to the Fund for the Improvement of Postsecondary Education, 1978.

PROGRAM CONTACT:

David W. Petty, Dean of Instruction, Jamestown Community College, Jamestown, New York 14701.

Rockland Guidance Center client in new career.

10

Nine Career Counseling Centers

A variety of counseling centers are operated by or affiliated with postsecondary educational institutions in the United States. Some of these centers have been responding to the career counseling needs of adults -- particularly women returning to the workforce -- for more than a decade.

As adults returned to the classroom in increasing numbers, continuing education departments of postsecondary educational institutions realized that their clientele often needed a wide range of support services to assist them in making realistic educational and occupational choices. Among others, these needed services included career counseling, educational and vocational assessments, special courses and workshops, support groups, and individual career counseling.

One of the largest groups of adults returning to the classroom was composed of women in their thirties and forties, most of whom had raised families and desired to re-enter the workforce after having been absent from it for many years. Many of these women had recently become divorced and found themselves in the unfamiliar role of sole family breadwinner. Still other women had chosen to pursue careers while they shared child rearing and other homemaking tasks with their spouses. Some of these women were seeking career counseling as a first step toward entering the workforce; others had taken undesireable jobs and were seeking ways to improve their future career options.

In order to meet the specific career and personal counseling needs of

their women clientele, postsecondary educational institutions began establishing counseling centers designed to focus on the problems of returning women. The University of Michigan, Rockland Community College in Nyack, New York, Miami Dade Community College in Florida, and the University of California at Los Angeles were among the vanguard of responding institutions.

Beginning primarily as counseling and referral services, these centers, along with their more recently established counterparts, now offer their clients a wide range of learning experiences. Most centers offer individual career counseling, as well as group counseling sessions in which women can share their experiences with and receive support from their peers. Many centers also offer their clients periodic workshops focusing on relevant subjects such as assertiveness training; family, work, and role integration; community leadership; non-traditional careers for women; and financial planning.

Some centers have also initiated non-credit courses which can be taken by women to learn new skills, explore personal growth concerns, or adjust to the demands of an academic environment. The University of Arizona Center in Tucson offers women clients over 100 non-credit classes, ranging from grants writing to time management. The Greater Miami Center offers its clients non-credit courses spanning all the traditional academic fields. And the UCLA Center offers both credit and non-credit courses, as well as two paraprofessional degree programs specifically designed for adult women.

In addition, some centers, such as the University of Michigan Center and the University of Arizona Center, have been exploring internship and informal placement arrangements with area employers. If developed and expanded, these arrangements could result in the kind of formal vocational training and placement activities usually absent from counseling center programs. Moreover, Career Clinic in Brooklyn Park, Minnesota and The Des Moines Community Career Center both operate comprehensive community information services, which may eventually become models for other centers seeking to improve their information and referral services.

Clearly, there has been a growing sophistication in the services offered by career counseling centers. As this continues, it is likely that some centers will emerge with comprehensive career counseling, training, and placement services in the next few years.

CHANGING CLIENTELE

In the early days of the career counseling center movement, the target population was returning women in their middle years. However, as more and more women began entering the workforce, an increasing number of employed women began to seek the services of the centers.

Many centers also found that their largest number of clients were younger in age than they were at the centers' inception. At the University of Michigan Center, for example, a majority of clients were over 40 during the

first two years of operation (1964 – 66); after the first two years, however, the majority of the Center's clients were under 30. At the University of Arizona Center, which began much later than the Michigan Center, the average age of clients was 47 during the first year of operation (1974), and 32 during the third year of operation (1977).

Still another trend reported by the centers is that more and more men are approaching their staff for career assistance. Although the majority of men career changers have tended to fend for themselves or to utilize the services of professional career consultants, those men who do not have the financial resources to do this are turning for help wherever they can find it. Many centers have expressed a desire to develop services for their men clients, as well as to find means for attracting more men to their programs.

Should this trend continue, career counseling programs designed specifically for men may be a possibility. In fact, Drake University, co-sponsor of the Des Moines Center, is currently offering a career development group for men, and the Mid-Career Counseling Center at Stony Brook, New York, is offering counseling groups for men alone, for women alone, and for men and women together.

INSTITUTIONAL SUPPORT

Although the patterns of institutional support are different for each of the career counseling centers discussed in this article, one major distinction voiced by many center administrators is the *free standing* pattern versus the *school-based* pattern. One of the oldest examples of the free standing structure is the Rockland County Guidance Center for Women, which was originally developed as a part of New York State's program of services for women and is now sponsored by the County of Rockland through Rockland Community College. The Center's community location and autonomous operation provide it with a clear community focus, and enable it to serve as a bridge between educational institutions, employers, and community agencies offering services relevant to adult women. As such, community outreach is considered a primary component of the Rockland program.

By contrast, the Center for Continuing Education of Women at the University of Michigan offers one of the oldest examples of a school-based program. Operated within the organizational context of the University, the center's primary responsibility is to assist present and potential women students in securing education and support services which are responsive to their needs. It accordingly serves as a bridge between the administration and faculty of the University and the adult women students. However, as Jean Campbell, the Center's director, points out, the Center's open door policy and high degree of visibility within the community enable staff members to provide counseling and referral services to a large number of community women who do not plan to attend the University.

In terms of actual services provided to clients, the free-standing/school-based distinction would seem to be significant only when contrasting community centers with school-based centers lacking community visibility and

an open door policy. In terms of the programs discussed here, the distinction is helpful primarily as a means for understanding the institutional support structures of the centers.

Moreover, many of the centers which will be discussed fall somewhere in between the above two organizational categories. The Career Clinic, for example, has two primary sponsors: North Hennepin Community College and the North Suburban YWCA in metropolitan Minneapolis-St. Paul. The Community Career Planning Center originally had four sponsors: the Des Moines Junior League, the Des Moines Volunteer Bureau, The Greater Des Moines YWCA, and Drake University. Still other examples are the University of Arizona Center, which is operated by the University but receives substantial funding from the State Career and Vocational Education Department, and Chrysalis Center, which is supported by Saginaw Valley State College but has also utilized CETA and other federal monies to continue its services.

STAFFING

The number of paid counseling and administration staff at the centers varies widely. The Career Clinic, which is a fairly small program serving about 500 women each year, functions with a Center Director, a part-time secretary, four part-time workshop facilitators, and three student interns. The Greater Miami Center, which serves 1500 women per year, has three full-time professionals, one full-time secretary and one part-time secretary. The University of Michigan Center, one of the largest in the country, serving 2000 women in individual counseling and several hundred others in group activities, has seventeen staff members, six of whom are professional counselors.

The Des Moines Community Career Planning Center for Women utilizes a very different approach to staffing. In addition to the Director and four full time staff members, the Center has a volunteer staff of 27 community women who have been trained as consultants by the Director to offer counseling to clients in overlapping three-hour shifts. This arrangement enables the Center to serve clients on a walk-in basis, as well as by appointment. An additional 14 volunteers spend their time in public speaking as well as in researching financial aid opportunities and community job trends.

Other centers also utilize volunteers in innovative ways. The Rockland Community Center and The Greater Miami Center, for example, utilize volunteer career advisors to provide clients with first hand information on specific career areas.

Centers offering clients personal growth, academic, and skill level courses recruit faculty in a variety of ways. The Greater Miami Center draws its instructors from a range of educational institutions in the Miami area, as well as from the community at large. The University of Arizona Center, which offers courses primarily on evenings and weekends, uses University faculty who teach on an overload basis. And the University of Michigan

Center also uses instructors recruited from the regular day faculty to teach in its small scale evening program.

COOPERATION WITH EMPLOYERS

Although the majority of career counseling centers focused initially on meeting the needs of returning women, it soon became evident that employed women needed career counseling in order to gain perspective about their present jobs and future employment possibilities. Since many employed women were not aware of the existence of career counseling centers, some centers began to bring their services to the worksite.

The UCLA Center has offered career planning and management courses for women employees at Lockheed and Bank of America, and the Rockland County Center has offered two career planning programs for employees at St. Regis Paper Company and Orange and Rockland Utility. Chrysalis Center, which has worked with employees of Dow-Corning Company, and North Hennepin's Career Clinic, which has offered career planning workshops for employees at several local firms, are still other examples.

Some centers have concentrated on developing rapport with employers in order to secure placement opportunities for their clients. The University of Arizona Center has worked extensively with Bell Telephone, placing a number of Center clients in telephone training programs. And the University of Michigan Center has developed a small scale client internship program with a Federal government agency. This internship program will soon be expanded to include several positions at local utility companies.

CENTER DESCRIPTIONS

To provide readers with concrete examples of the types of services offered by career counseling centers, we have briefly described nine centers which were recommended by Project contacts knowledgeable in the field. Readers who desire more information about a particular center should contact the respective administrator whose name and address are provided at the end of each description.

UNIVERSITY OF MICHIGAN CENTER

The Center for the Continuing Education of Women at the University of Michigan has operated as a part of the University's Office of Academic Affairs since it began in 1964. Over the years, the number of clients seeking individual counseling at the Center has grown from 100 (in 1964) to 2000 (in 1977). Most of these clients are homemakers returning to the workforce, employed women seeking new careers, or adult women students seeking assistance in overcoming bureaucratic obstacles to their educational plans. One and one-half percent of these clients are men experiencing career crises.

Several hundred additional clients participate in the Center's workshop and group activities. Workshops focus on topics such as assertiveness training; goal setting for work and school; and family, work and role integration. Other groups include a single parent support group and a continuing growth group for women 45 – 60 years old. The Center also has sponsored a number of conferences focusing on topics such as perspectives on black women; new careers for teachers; and recent research on women and society.

In 1970, the Center initiated a series of credit evening courses taught by University faculty who are sensitive to the problems of women long absent from the classroom. These courses made it possible for many of the Center's employed clients to continue their educational plans in a supportive setting and at convenient times. The Center also assists many of the University's women students in solving financial aid, child care, scheduling, and credit problems.

Moreover, clients can take advantage of internship opportunities at the Center. Each year, women majoring in such fields as social work, education, guidance, and counseling work as interns under the supervision of the Center's professional counseling staff. The Center is also developing outside client internship opportunities, particularly with local utility companies and a variety of small businesses.

Still other Center services are the CEW library and the Center's extensive research and publication program. In addition, the Center recently initiated an eighteen month research project, funded by the Ford Foundation, which will investigate and report on how women have used the Center to develop or change careers. (For further information, contact Jean Campbell, Director, Center for the Continuing Education of Women, University of Michigan, 328-330 Thompson Street, Ann Arbor, Michigan 48104.)

GREATER MIAMI CENTER FOR CONTINUING EDUCATION OF WOMEN

The Greater Miami Center for Continuing Education for Women began in 1965 as a free-standing, community-wide counseling center. It was conceived as an inter-institutional information center providing women with career counseling and referral to appropriate educational programs. Although the Center became a formal part of Miami-Dade Community College in 1969, it has maintained its inter-institutional advisory committee as well as its cooperative focus.

The Center provides, without charge, group and individual career and educational counseling to 1500 clients each year. Its counselor, one of three professionals on the staff, conducts career guidance seminars and asseesment interviews in which clients clairfy their career and life goals. Vocational aptitude testing is also available on campus without charge.

The Center operates a variety of non-credit workshops and courses at numerous community locations, serving another 2000 men and women yearly. Tuition averages about $10 per course. Instructors are drawn from

the greater educational community as well as from the community at large. The Center also arranges inter-institutional practicums, assists community groups with program planning and publicity, and conducts special programs which assist women in the areas of education, volunteering and employment. It reaches another 1500 to 2000 persons through such programs.

Other Center services include a resource library of books, periodicals and tapes dealing with women's issues, and a speakers bureau providing speakers and consultants to community agencies free of charge. Three times a year, the Center publishes a newsletter which reaches approximately 12,000 individuals and institutions. (For further information, contact Rebecca Carney, Coordinator; Greater Miami Center for the Continuing Education of Women; Miami Dade Community College; 300 N.E. Second Avenue; Miami, Florida 33132.)

ROCKLAND COUNTY GUIDANCE CENTER FOR WOMEN

Rockland County Guidance Center for Women was founded in 1966 as a part of New York State's Program of Services for Women. Although the Center is technically an agency of Rockland Community College, it is designed to serve women in the entire community. In 1977, some 800 clients received career counseling and several thousand others attended workshops or used the library.

Initially, the Center offered primarily individual career counseling, but the Center now emphasizes group work. The group counseling mainstay is the Human Potential Seminar, a one semester credit course offered in cooperation with Rockland Community College. The Seminar assists clients in exploring potential career and life roles and in examining their current self-concepts. Students work in small groups in a classroom setting and participate in the Center's career workshops and film program as well as in special sections of College courses.

For those clients who need additional assistance, individual counseling is available from the Center's professional counseling staff. Clients are also frequently referred to the Center's network of Career Advisors for discussions about specific career areas. In addition, the Center operates a career library, which includes specific information on community workforce trends. Vocational and educational testing services are also available to clients who need them.

The Center has helped a number of its clients find employment. In fact, one of the key reasons for the Center's strong community support is its continued success in getting women off welfare and into jobs. Local employers have facilitated this by informing the Center staff about their job openings. Since the Center's inception, 68% of its clients have either found jobs or re-entered education as a direct result of Center services.

Moreover, a special placement service for people over sixty years of age has been established at the Center. This free-of-charge service is staffed by volunteers and has the support of a variety of local employers.

The Center's Career Development Workshops have been offered for employees at St. Regis Paper Company and Orange and Rockland Utility. Other community programs offered by the Center include TV presentations, radio shows and public lectures dealing with specific topics such as teacher certification requirements, small business opportunities, and careers in mental health. Outreach services also include self-improvement groups for people in low income areas and group leadership workshops for non-professional group workers. (For further information, contact Margaret Anderson, Director; Rockland County Guidance Center for Women; 10 North Broadway; Nyack, New York 10960.)

UCLA EXTENSION, CENTER FOR THE CONTINUING EDUCATION OF WOMEN

Approximately 4,000 women per year participate in special credit and non-credit courses offered by the UCLA Center for the Continuing Education of Women. A wide range of subjects is offered, including financial planning, legal position of women in California, management development for women, risks, choices and options for career women, and stress reduction for women. Numerous special programs are also offered, including workshops on parenting, the entrepreneurial woman, and management prerogatives and employee organizations. In addition, the Center has tried to reach greater numbers of working women by bringing its courses and workshops to area firms such as Lockheed and Bank of America.

The primary career-related course offered by the Center is *group counseling for women*. The course, which has been offered for 11 years, includes testing, small group discussions, guest speakers, and individual counseling sessions. Participants analyze their skills, interests, and aptitudes; learn job seeking skills; explore traditional and non-traditional careers; and investigate educational and volunteer opportunities. In addition to its career counseling function, the course identifies women who have a distinct understanding of the career counseling process. These women are then given the opportunity to be trained for potential jobs as para-professional counselors at the Center. (For further information, contact Sally O'Neil, Coordinator of Women's Programs; Department of Human Development; UCLA Extension, 10995 Le Conte Avenue; Los Angeles, California 90024.)

SUNY AT STONY BROOK, MID-CAREER COUNSELING CENTER

The Mid-Career Counseling Center at the State University of New York at Stony Brook has served over 500 clients since it opened in 1974. Most of the Center's clients are in their middle years and only 65% are women.

The mainstay of Center services is an eight week non-credit course entitled Mid-Career Counseling. The course includes goals clarification, vocational interest inventories, resume preparation and job interview techniques. Key outside speakers have also been utilized to address

participant interests in such fields as accounting, engineering, gerontology, hotel management, and social work. The course emphasizes group counseling because the Center staff have found that clients are more willing to discuss their career situations when they realize that others are encountering similar problems. In addition to group interactions, each client receives two individual counseling sessions.

The Center also offers a series of workshops focusing on life and career coping skills. These workshops deal with topics such as values exploration, anxiety and stress, assertiveness, risks and alternatives, career and life evaluation. Life situation role playing techniques are also utilized to help participants integrate family and work concerns. Some workshops are designed for women only or men only; others are designed for men and women together. (For further information, contact Alan Entine, Director; Mid-Career Counseling Center; 111 Humanities; State University of New York at Stony Brook; Stony Brook, New York 11794.)

CHRYSALIS CENTER

Chrysalis Center was informally established in 1968 by its current director, Rose Collamer, and four other community women, all of whom had changed careers. The five women, working with faculty from Saginaw Valley State College, began offering career change classes in their Midland, Michigan homes. Later, these classes were moved to the Midland Community Center, and then to the Midland Salvation Army Citadel. Finally, in 1973, the five women, along with committee members from Saginaw and Bay Counties, received official status from the Saginaw Valley State College Board of Control.

Peer counseling is one of the major thrusts of the Chrysalis program. Clients, most of whom elect to pursue further education, mutually support each other by discussing classroom problems, personal and career issues. In addition to peer sessions, Chrysalis provides clients with a self-inventory testing program and with individual counseling sessions as needed by clients.

Chrysalis has also offered clients a variety of courses and workshops, focusing on topics such as life style and change, media effects on role expectations, job opportunities for women, writer's workshop, and entrepreneurship. Over 15,000 clients have participated in the classes, workshops, telephone and in-person counseling sessions.

Since many clients elect to go back to school before looking for full time careers, they have needed up-to-date information about educational offerings in their community. The Center's recently published survey of programs, services and courses for women in Michigan institutions of higher education is especially helpful to these clients.

In addition to the College's support, Chrysalis has received grants during 1974 — 1977 from the Junior League of Saginaw, the Higher Education Act (Title I), the Michigan Council for the Humanities, and the Women's Component of Saginaw County CETA. Area employers also

support the Center by keeping staff advised of job openings in their organizations. (For futher information, contact Rosella Collamer, Director; Chrysalis Center; Saginaw Valley State College; 2250 Pierce Road; University Center, Michigan 48710.)

UNIVERSITY OF ARIZONA, OPPORTUNITIES FOR WOMEN

The Opportunities for Women Program at the University of Arizona was created in 1974 by the University's Vice President for University Relations, his administrative assistant, the Assistant Dean of Continuing Education, and the Coordinator of Publications for Continuing Education. The Program is staffed by the Director, a part-time counselor, two counseling interns, and a volunteer community relations specialist. Staff salaries are state budget line items.

The Program has primarily served women, although about 4% of the participants are men. The average age of participants declined from 47 in the first year of operation to 32 in the third year.

Since the Program's inception, 1,247 persons have received individual career counseling. Over 195 courses and workshops also have been offered on such subjects as career planning, grant writing for women, time management and small business management. Taught by University faculty on an overload basis, these courses are scheduled to avoid working hours and have attracted 6,305 participants.

In addition to these in-house education opportunities, clients are referred to Tucson's Adult Volcational Training Center, as well as to degree programs at various local colleges. Clients in outside training are monitored once per month to determine their progress and anticipate areas of difficulty.

Although the Program has no formal ties with area employers, many clients have been placed in telephone company training programs as a result of strong informal contacts. Moreover, the Program has worked with the State Department of Labor and the Arizona Women's Commission to try to convince local labor unions to open up training programs to its clients.

Since employment opportunities for women 55 to 65 years of age have been minimal, the Program has encouraged its older clients to design their own jobs. One woman, who designed a career planning course, was hired by several local banks to teach it. Another woman, who designed a part-time menu planning and grocery shopping business, convinced Datsun to subsidize its successful establishment. (For further information, contact Marialyce Conter, Director; Opportunities for Women Program; University of Arizona; 1717 E. Speedway; Room 3214; Tucson, Arizona 85719.)

CAREER CLINIC

Career Clinic was initiated in 1975 under the dual sponsorship of the North Suburban YWCA and North Hennepin Community College near

Minneapolis. Each institution contributed half of the first year's $20,000 operating budget. Career Clinic's staff includes the Director, a part-time secretary, four part-time workshop facilitators, and three student interns. During its first year, Career Clinic served 559 women clients averaging 40 years of age.

Individual and group assessment at Career Clinic focuses on identifying client values, interests and past experiences. After this is done, clients are assisted in developing realistic career alternatives. Clients who need confidence building concerning their decisions to return to work participate in weekly counseling and support groups operated by the Clinic in cooperation with Lutheran Social Services and Hennepin County Welfare.

Career Clinic's resource library contains information on 75 community organizations. These include CETA contacts, child care facilities, educational options, employment resources, financial aid options, career advisors, and social service agencies. The majority of Career Clinic's clients have been able to use this resource library, in conjunction with staff suggestions, to find appropriate educational or employment opportunities.

Career Clinic has also offered clients special non-credit courses through the North Hennepin College Department of Community Services. One of these courses was specifically designed for working women who want to move into management policy making positions. Other efforts to reach working women include a Women's Leadership Recognition Conference and a series of career planning workshops now being conducted for employees of several local industries. (For further information, contact Anne Graves, Director; Career Clinic; 7411 85th Avenue N.; Brooklyn Park, Minnesota 55445.)

DES MOINES COMMUNITY CAREER CENTER FOR WOMEN

Established in October, 1976, the Community Career Planning Center for Women was jointly sponsored and funded by Drake University, College for Continuing Education, Women's Programs Division, and by the Junior League of Des Moines, Inc. The Des Moines Volunteer Bureau and the Greater Des Moines YWCA were also cooperating agencies in the Center, which was an outgrowth of a women's job and educational referral service started by the Drake Women's Programs in 1973.

The purpose of the Center is to provide a unified community approach to career counseling for a broad spectrum of Des Moines women. The Center program is viewed as a model which could be replicated in other communities with similar organizations.

The Center began with two paid half-time staff and 25 volunteers. After nine months of rapid growth, the paid staff was expanded and 40 volunteers were recruited and trained to serve as counselors, workshop coordinators, and office assistants.

The Center's volunteers play a major role in delivering services to clients. They provide individual counseling under the supervision of the

Center's coordinator of client services, and they assist professionals from the Center's sponsoring agencies in leading seminars and workshops.

The Center's core workshop, "Choice: Not Chance," is a six-week career/life planning sequence which assists clients in formulating an action plan leading to a career, an educational goal, or a volunteer option. Special versions of this workshop are offered for minority women and for women who are single, widowed, or divorced. During its first year, the Center served over 800 individual counselees and 150 workshop participants.

The Center also offers seminars for employers and placement personnel to sensitize them to the special problems faced by women returning to the workforce. During the Center's first year, some 32 area employers participated in these seminars.

In addition, the Center offers a variety of information services. Among these are a library of career information (including materials published by Catalyst, the U.S. Department of Labor Women's Bureau, and the Job Service of Iowa), a listing of current job openings, and a listing of education and training programs. Booklets on financial aid and resume writing have also been produced by Center staff. Moreover, a resume filing service is available to women who want to make their availability known to employers. (For further information, contact Elizabeth Burmeister, Director; Community Career Planning Center for Women; 1158 27th Street; Des Moines, Iowa 50311.)

FOR FURTHER INFORMATION:

Career Guidance for Adults, Focus on Women and Ethnic Minorities, Lauri R. Harisson, American Institutes for Research, Palo Alto, California, January, 1978.

Catalyst National Listing of Local Resource Centers, New York City, April 1977.

Directory of Counseling Services, International Association of Counseling Services, Inc., Washington, D.C., 1977.

New Research on Women and Sex Roles, edited by Dorothy G. McGuigan, Center for Continuing Education of Women, University of Michigan, Ann Arbor, 1976.

Report on Fifty Selected Centers Offering Career Counseling Services for Women, Education Development Center, Providence, Rhode Island, 1974.

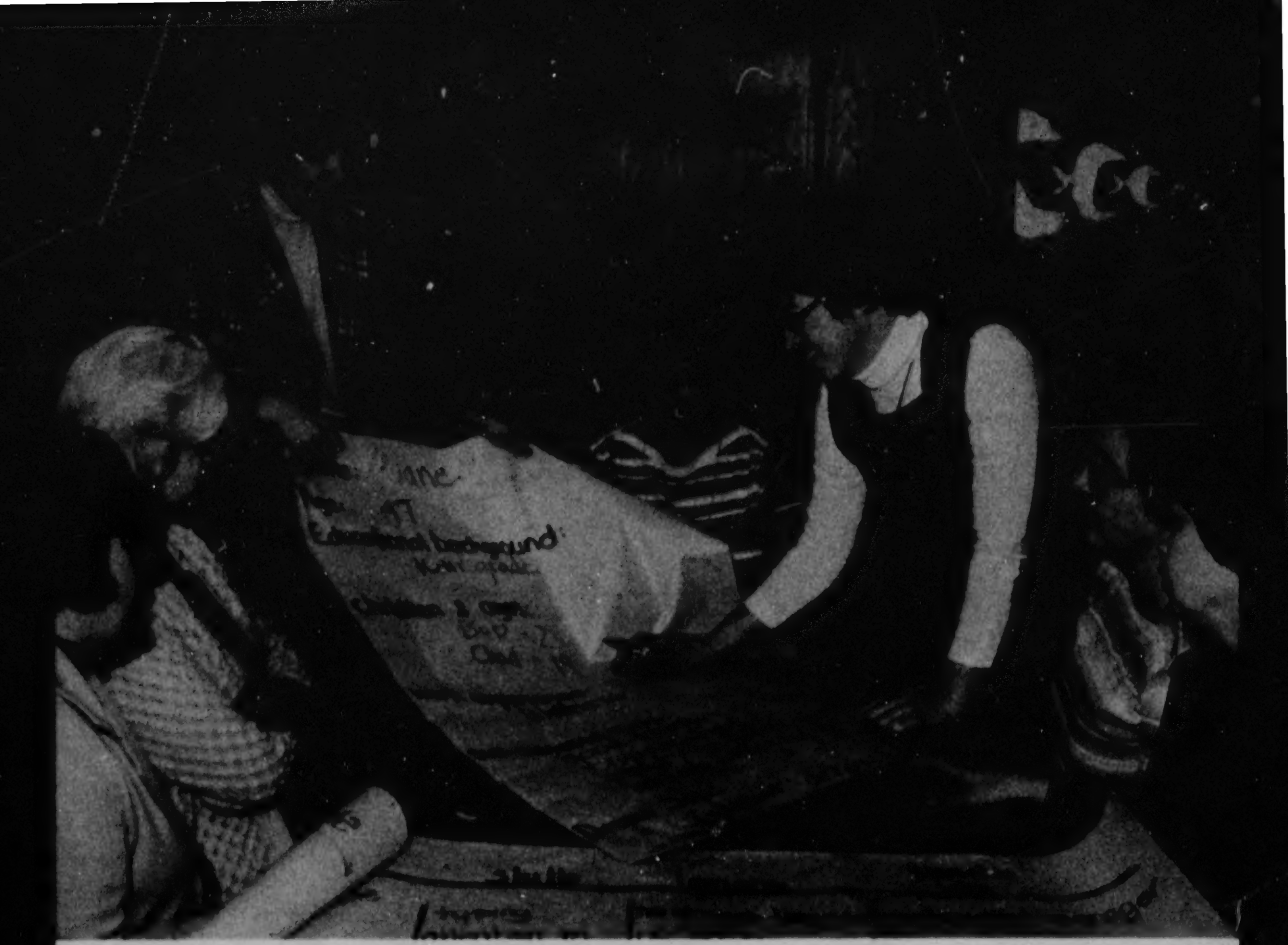
Some Action on Her Own, Helen Astin, Lexington Books, D.C. Heath, Lexington, Massachusetts, 1976.

University of Michigan, **Center for Continuing Education of Women, 1964 – 1977, A Report,** Ann Arbor, 1978.

IV

Programs in Government Agencies

- Washington State Employment Security Dept.
- Federal Aviation Administration
- U.S. Army -- Fort Belvoir



Washington State Displaced Homemakers.

11

A State Supports Career Change

The Washington State Career Change Program is operated by the State's Employment Security Department. It is designed to respond to the career needs of unemployed residents who have been laid off from or are unable to continue their jobs as a result of economic, technological, or health factors beyond their control. The Program assists them in identifying new career objectives, acquiring job-seeking skills and short-term career training, and in finding viable employment in new career areas.

The Career Change Program of the Washington State Employment Security Department is designed to assist those individuals in the State who are unemployed and who, in order to secure productive employment, must make basic career changes. Any of the following causes of unemployment are considered legitimate reasons for admission into the Program:

(1) *economic:* the occupation or industry in which the applicant was employed is suffering from a long range economic decline that has created an excess supply of workers;

(2) *technological:* the job skills of the applicant have been made obsolete by the creation of new techniques/methods that the applicant cannot perform; and

(3) *health*: the applicant's career field is no longer a viable one due to a health problem that interferes with his or her job performance.

Unlike CETA and similar assistance programs, the Career Change Program does not contain restrictions regarding the applicant's income, family size, or social status. It is geared to assist the long time employed, bill-paying taxpayer whose career crisis needs have traditionally been neglected and who in the past may have had to sell home and possessions before assistance was possible. In addition to expediting the reemployment of its clients, the Program also addresses family and other situational crises resulting from involuntary unemployment.

Ron qualified for the Career Change Program for health reasons. He had been working in California for 20 years as a maintenance electrician when he suffered a back injury on the job. After applying and being turned down for several electrician jobs because of his injury, Ron and his family decided to move to Washington. After moving, Ron applied for unemployment benefits and social security disability benefits and was denied both claims. When he finally discovered and sought help from the Career Change Program at Peninsula Community College, he was in severe financial difficulty and his career prospects looked grim.

He began regular counseling sessions in the Program and took a Career Planning course taught by the Peninsula Program Director. Eventually, he developed greater confidence in himself and determined to pursue a career in Real Estate. After taking a course in real estate law and studying diligently, Ron passed the state Real Estate License exam. He then went out into the field to interview practioners and made such a good impression that he was offered a job.

Unfortunately, Ron found out that he would have to undergo another back operation and would not be able to work for four to six months. However, by this time, Ron had become eligible for workman's compensation, and would be able to live on these benefits until he could begin working at his new real estate job.

A BRIEF HISTORY

The Career Change Program was conceived by John (Jack) Slee, who has been its Coordinator since the Program's inception in 1975. Slee's interest in career change has been prominent throughout his life. His own career experiences have been varied, including careers in business, the ministry, and government. However, it was not until 1972 that Slee took a vital interest in the subject of career change.

That year, Slee suffered a heart attack, which required his temporary

retirement from work and prompted him to question his career and life goals. During this time, he experienced first hand the trauma of being physically disabled and unable to support his family. As a result of his personal experiences, Slee became interested in finding out about others who had become involuntarily unemployed and about what assistance, if any, was being offered to them by their employers or by special government programs.

Enrolling in a self-designed gradutate program at Goddard College, Slee began researching the large scale lay-offs of engineers from electronics firms in the greater Boston area. Later, after moving to Seattle, Slee continued his research into the career change phenomenon, focusing on the massive lay-offs at Boeing. He eventually completed his study and earned a Master's degree in Career Change and Placement from Goddard College.

As a result of his research on Boeing and other firms in Washington, Slee felt that the State would be receptive to a proposal for a counseling and retraining program responsive to the needs of recently laid off workers. With the assistance of several legislators and government officials, Slee then developed a proposed career change bill which eventually commanded bipartisan support. In July, 1975, the career change legislation (Substitute House Bill No. 866) received the Governor's approval.

The career change legislation charged the Department of Employment Security with the responsibility for managing a pilot Career Change Program, and for contracting needed services (by competitive bid) from qualified private profit or non-profit educational and manpower training agencies. Six hundred thousand dollars in CETA funds, and $150,000 in State funds were allocated to the Employment Security Department to implement this pilot program.

Substantial delays in the delivery of CETA funds postponed the start up of the Program until the spring of 1976. However, during March-July, 1976, contracts were awarded to nine independent agencies. The contractors included two private profit-making firms, two proprietary schools, four private non-profit firms, and one community college. These organizations were chosen based on their ability to deliver a broad range of counseling, training, and placement services.

PERFORMANCE CRITERIA

All contractors were required to place at least 25% of their clients in career change positions within the first six months of their contract period, and at least 60% of their clients by the termination of their contracts. As defined by the Program, a career change placement is one in which the job duties of the individual are significantly modified. This is determined by a change in the job description, duty statement and/or in the last three digits of the Dictionary of Occupational Titles (D.O.T.) code. Moreover, suitable career change employment is defined by the Program as employment wherein:

- the salary is at least equivalent to that of the normal entry level position;
- the work is unsubsidized;
- the participant is capable of performing assigned tasks on a regular basis without adverse effects to his or her physical or mental health;
- work assignments are not discriminatory;
- the work is permanent in nature and hours of work conform to those customary to the area and occupation; and
- the work offered is not available as a result of a strike, lockout, or other labor dispute, and the individual is not required to resign from or refrain from joining any bona fide labor organization.

Don was an industrial electrician for twenty years before he developed allergies from working with fiberglass. He tried working at a sawmill, but still had difficulties doing his job. He clearly needed to find a clean work environment, where his allergies would not be a liability.

Seeking help with this difficulty, he entered the Career Change Program at Counseling Services Northwest. In the course of his career counseling sessions, Don indicated that he had always wanted to work in a mental hospital or do some sort of service work. He was encouraged to pursue this interest and eventually found a job working in a residential program for handicapped persons. He was hired as a foreman and had his own crew of handicapped workers. He discovered that he had considerable abiltiy in this area, because it enabled him to use his technical skills and help people at the same time.

Don felt that the program had helped him to take seriously all of his interestes and abilities. His career plan does not stop with his present job, as satisfied as he is with it. Don is now applying for an electrical job with the state highway department, because it will pay him more and will give him the chance to work by himself in an outdoor environment. He is not giving up on his work with handicapped persons, however. As soon as he becomes eligible for social security benefits, he plans to return to the type of work he is now doing. In this respect, Don has not only discovered a new career area, which he will be able to pursue for a number of years, but he has also been able to identify a way to continue his old career for a long enough time to insure his financial stability in the future.

PROGRAM COMPONENTS

Although there was some variety in the types of services offered by the nine contractors, all contractors were required to address the areas of:

- enrollment/orientation;
- counseling/support services;
- training;
- placement; and
- follow-up of participants.

Enrollment and Orientation

Most of the referrals to the program contractors came from the local Employment Security offices and the Department of Vocational Rehabilitation. In addition to such referrals, many contractors advertised their career change services in local newspapers and on radio stations. Generally speaking, contractors had little difficulty recruiting clients. In fact, several contractors attracted more applicants than they could possibly serve.

All contractors were required to provide *reemployment orientation* and an *individual plan of service* for each client. The former component was designed to provide clients with job seeking skills, psychological support, and current job market information to facilitate reentry into the workforce. The latter component was designed to insure that each client was able to state long and short range career goals, the steps needed to pursue these goals (including counseling and training), and a timetable estimating how long it would take to complete each of the specified steps. In actuality, reemployment orientation sessions ranged from one-day workshops to one-week intensive programs, depending on the skill and commitment of the contractor. Similarly, individual plans of service ranged from general short range statements of intent to highly detailed agendas that reflected a high degree of client assessment and career planning. The amount and type of assessment *testing* also varied widely. Some contractors used only the GATB test; others used the Quest questionnaire developed by the Washington Occupational Information Service (WOIS), as well as other interest inventories and vocational assessment tools.

Counseling and Support Services

All contractors worked with their clients in regular *individual counseling* sessions. These sessions usually took place on a weekly basis, and tended to be most intensive in the early phases of client participation in the program. Individual Counseling dealt primarily with career clarification and confidence building. In some cases – especially when contractors utilized clinically trained counselors – the counseling also involved in-depth treatment of personal and family issues which impinged upon career issues.

All contractors were expected to perform *shock reduction counseling*. This involved family counseling sessions, in which the families of clients were assisted in adjusting to the client's loss of employment and in understanding the kind of support they could give the client at home, and situational counseling, in which clients were helped to readjust their consumption patterns and overall lifestyles to their financial realities. Situational counseling also involved a description of relevant community resources which could assist clients and their families with financial and related

difficulties. The amount of shock reduction counseling offered to clients again depended on the expertise and commitment of the individual contractors. In some cases, this kind of counseling was offered as an optional workshop; in other cases, it was an ongoing concern and families were involved frequently in group activities and/or were brought into individual counseling sessions.

Contractors were also expected to arrange for regular *client-directed support groups,* in which clients could share their ideas, frustrations and accomplishments. Some contractors placed great emphasis on such groups; others tended to emphasize individual counseling over group work.

Other informal support services were developed by some of the contractors. These included special intensive groups, weekly coffee hours, outside speakers, general drop-in hours, and even home visits.

Training Arrangements

The Career Change Program provided monies for training whenever a client required short term education in order to effect a career change. Long-term education was discouraged unless the client had the resources to pay for this. Although all contractors made use of training monies for some of these clients, training options were generally underutilized during the first contract period; only 24% of all clients participated in training programs.

In attempting to meet the 60% placement requirement, most of the contractors did everything they could to insure that their clients were placed by the end of the contract period. In some cases this meant that a contractor would deemphasize the availability of training, since clients in training at the end of the contract could not be counted as career change placements.

The responsibility for low utilization of training was partly the client's. Many Program participants simply wanted to find jobs as soon as they could. Some were so financially desperate that they would not ever consider training as a possibility.

In some cases, short term training opportunities were scarce in the communities served by contractors. Clients seeking a specific type of training option sometimes discovered that they would have to travel 100 miles to find it. These appear to be the primary factors which discouraged clients from taking advantage of the Program's training component. However, increased utilization of training is expected in the new contract period.

Placement

The Career Change Program required contractors to perform both temporary and permanent placement activities. Temporary or part-time placement was necessary when clients needed to support themselves and their families during their enrollment in the program. Although clients working part-time still pursued permanent career change placements, they usually had less access to program services than clients enrolled in the Program full time.

The emphasis given to job development varied among contractors. Some contractors considered it a primary portion of their services and employed part-time or full-time job developers to research and broker job opportunities in the community. This was particularly true of those contractors who served

counties where there was high unemployment and/or where employment was concentrated in a specific industry. Other contractors maintained that it was the client's responsibility to find appropriate work and concentrated more time and energy on teaching job finding techniques than on developing jobs. Regardless of the emphasis, however, all contractors spent some time developing jobs for their clients.

As mentioned before, all contractors were required to place at least 60% of their clients in permanent career change positions by the end of their contract period. This particular performance criterion was a double edged sword. On the one hand, it helped to make contractors accountable for the quality of services delivered to clients. On the other hand, it tended to encourage contractors to emphasize job development and placement over counseling, training and other support services.

Regardless of the advantages of the 60% career change placement criterion, contractors we interviewed clearly saw it as an obstacle to their work with clients. Some contractors mentioned examples of clients with whom they had worked extensively, but had been unable to place in career change positions. Other clients had received intensive counseling, but were still in training at the end of the contract period. Although such clients had received substantial assistance, they could not be counted as career change placements.

Follow-Up of Participants

The Career Change Program required contractors to submit monthly follow-up reports which described each client's progress through the program, the problems encountered, and the degree to which the client was meeting the agenda and timetable stated in his or her career change plan. This monthly report was viewed as necessary support for the contractor's billing for services rendered to clients.

In order to collect valid information for these reports, contractors had to monitor the progress of their clients from the day of enrollment through counseling, training, and placement. Contractors were also expected to perform a final follow-up after each client had been placed and had worked 30 days in the new position. Once this final follow-up report had been submitted and accepted by the Program Administrator, the client was considered a completion for the contractor.

In some cases, contractors performed follow-ups on their clients 60 and 90 days after placement. While this may not have been the contractor's stated policy, individual counselors often took this initiative because of their commitment to assisting clients in readjusting to employment. Often, clients who completed the Program were told by their counselors that they were welcome to come back for counseling or any other assistance when they needed it; many clients took advantage of this open door policy. Moreover, some contractors invited clients who completed the program to share their experiences with newer clients in regular open-ended support groups. This arrangement served as a primary motivator of clients in the first phases of the Program, and helped to reaffirm the contractor's continued interest in the experiences of its career change graduates.

Counseling Services Northwest

Counseling Services Northwest (CSN) is a private, non-profit agency, which was established in 1975 to deliver counseling services to Mt. Vernon and Bellingham residents. Because CSN offered counseling on careers as well as personal and family problems, the Career Change Program contract became a natural extension of CSN services. In April, 1976, $138,000 in CETA funds were appropriated for the CSN program serving San Juan, Skagit, and Whatcom counties. During the next year, the Agency worked with 194 clients, placing 126 of them in permanent career change positions.

The CSN Career Change Program is staffed by the Program Director, two full-time counselors, a full-time job developer, and an office manager-counselor aid. Two of the staff members who have extensive clinical and career counseling experience teamed with the job developer to train the remaining staff in counseling and job development techniques.

Applicants for the CSN Program participate in an intensive intake interview that determines whether or not they are eligible for the Program. Eligible applicants must then attend a three-day *Career Determination Workshop*, during which CSN staff make an initial assessment of client needs. This is done through individual counseling and small group sessions in which clients identify their abilities and interests, as well as special problem areas.

These problem areas are subsequently addressed in weekly individual career and personal counseling sessions. In-depth marriage or family counseling is also available for clients whose career difficulties are linked to problems at home.

CSN has utilized training for its clients more than any other contractor. This is due in part to CSN's extensive community outreach work, which has resulted in a comprehensive file of training opportunities available in the three county area. Of the 194 clients enrolled in the program, 70 (36%) entered short term training programs. Fifty-five of these 70 clients had completed their training by the end of the contract year.

The assistance of a full-time job developer helped many CSN clients to find productive employment. Although most clients were able to find desired jobs utilizing their job seeking skills, some 40% of those clients who made successful career changes were given leads resulting in employment by the job developer. Moreover, several clients received substantial counseling and referral assistance from the staff when they were in the process of establishing their own businesses. Examples include a sanitation worker who became a wholesale distributor of auto parts, a bartender who started a restaurant supply business, and an aircraft technician who set up a small engine repair shop.

OVERALL PROGRAM STATISTICS

A total of 1,119 clients were accepted into the Washington State Career Change Program. The average age of Program participants was 35; about 54% were men. Approximately 585 (52%) were accepted based on health factors,

406 (36%) based on economic factors, and 128 (12%) based on technological factors.

Of the 1,119 clients accepted into the Program, 117 (10%) either dropped out or were terminated by contractors; 668 (60%) were placed in permanent career change positions; 24 (2%) were placed in non-career-change positions; and 309 (28%) were still enrolled in the program at the end of the contract period. Chart I shows a breakdown of these statistics by individual contractor.

PROGRAM SUPERVISION

Supervision of the contractors was one of the Program Coordinator's primary responsibilities. In addition to making periodic reviews of clients' plans, Slee visited all the Career Change Program contractors on a bimonthly basis. During these visits, he was able to clarify Program policy and procedure, and to interact with contractor staff members and clients. This interaction provided him with a realistic view of program weaknesses, and how they might be overcome in the future.

Since the communities served by the contractors varied widely, adjustments in client eligibility requirements sometimes had to be made. For example, discussions with the Yakima OIC staff resulted in a policy decision making migrant and seasonal workers eligible for the Program. Similarly, meetings with the Lower Columbia Community Action Council (CAC) staff resulted in extending Program services to displaced homemakers. Also, because of their obvious need for career change services, military discharges (Vietnam veterans, in particular) were made eligible for the Program.

Through constant interaction with Program staff and clients, Slee was able to identify the need for additional staff orientation, training, and sharing mechanisms, as well as for more intensive client services, particularly in shock reduction counseling and job search techniques. These needs were later addressed in designing the Request For Proposals for the Program's second contract period.

PROGRAM CHANGES

A number of key changes have recently been made in the Washington State Career Change Program. These are effective during the Program's second contract period, from October 1, 1977 – June 30, 1979. Unlike the last contract period which involved primarily CETA funds, new contracts involve strictly state monies. This results in less paperwork and fewer regulations for the contractors, and gives the Program Coordinator more flexibility in making decisions about contractor performance. Some $940,100 has been allocated to the Career Change Program for the present contract period. This represents an increase of approximately $265,000 in funding over the $675,000 received during the last contract period.

As for program services, more emphasis is being placed on structured

Chart I
Breakdown of Statistics by Individual Contractor

Contractor	Demographic Data				Intake Reasons			Total Program Placement Data			
	Total # Accepted	% of Men	% of Women	Average Age	% Technological	% Economic	% Health	% of Total Dropped Out or Terminated	% of Total Still Enrolled at End of Contract	% of Total Placed in Non-CC* Positions	% of Total Placed in Permanent CC Positions
Schwary & Associates	105	70%	30%	39	13%	59%	28%	13%	24%	2%	61%
Yakima Opportunities Industrialization Center	71	35%	65%	34	3%	32%	65%	17%	6%	–	77%
Interaction, Inc.	35	57%	43%	43	12%	26%	62%	40%	–	–	60%
Capitol Business College	179	55%	45%	36	9%	41%	50%	16%	16%	4%	64%
Modern Business College	382	48%	52%	35	24%	21%	55%	5%	35%	–	60%
Counseling Services N.W.	194	53%	47%	35	3%	44%	53%	10%	20%	7%	63%
Lower Columbia Community Action Council	66	59%	41%	38	5%	45%	50%	9%	15%	5%	71%
Grays Harbor Community Action Program	38	66%	34%	35	2%	35%	63%	16%	68%	–	16%
Peninsula Community College	49	69%	31%	35	6%	45%	49%	2%	25%	10%	63%
Totals:	1119	54%	46%	35	12%	36%	52%	10%	28%	2%	60%

*CC - Career Change

and intensive workshops, particularly at the beginning of the client's program. For example, all contractors must provide clients with a Career Change Orientation Workshop; this workshop must involve at least forty hours of programming designed to help clients overcome the trauma of involuntary unemployment. Contractors may decide to enroll clients before or after they complete this workshop.

Contractors must also offer clients a structured Job Search Strategies Workshop. This workshop must be 20-40 hours in duration and must equip clients with concrete job search skills, as well as strategies for identifying marketable skills, training needs and options, and available job opportunities.

Eligibility requirements have remained the same as they were in the first contract period, with three important exceptions. Displaced homemakers, migrant and seasonal workers, and persons who have been discharged from the armed forces also qualify for admission to the program.

Two changes have also been made in placement and follow-up criteria. In order for clients to be considered Program completers, they must make occupational changes which are reflected by a change in the *first three digits* of the D.O.T. code, and they must be working in their new positions 60 days after placement. Although these requirements have yet to be applied, it is expected that they will motivate contractors to assist their clients in making larger scale and more secure career changes.

Another important change requires mandatory contractor participation in Program-wide staff meetings. For example, a two-day orientation program involves distribution of a Program Policy Manual and discussions about key guidelines and procedures. During this orientation, contractor staffs are able to interact and share concerns with one another; they also have formal and informal opportunities to question the Program Coordinator about specific issues which require clarification or explanation.

In addition to the orientation program, one two-day and six one-day workshops are planned during the contract period. Some of these workshops will be in-service training sessions in which Career Change staff members will learn new vocational assessment and career counseling techniques, and will explore a variety of situational, psychological and medical factors which may be affecting their clients. Other workshops will be devoted to information exchanges and discussions to resolve specific Program difficulties.

As the above changes are implemented, the Washington State Career Change Program will strengthen many of the weak areas which hampered the Program's effectiveness during its pilot phase of operation. Although such improvements are necessary to insure the continued success of the Program, it is important to remember the extent to which the Program has already met and, in many cases exceeded, its original goals. Over 800 of the Program's 1,119 clients have been assisted in finding viable employment, and 665 of these individuals have been assisted in making career changes.

Given the fact that the Washington State Career Change Program is the only one of its kind in the nation, the success of its pilot phase is indeed remarkable. Clearly, it should serve as a model for other states seeking to address the needs of their involuntarily unemployed citizens.

FOR FURTHER INFORMATION:

Ferrini, Paul. **The Career Change Program of the Washington State Employment Security Department**. Career Change Project, Technical Education Research Centers, November, 1977. This case history contains more detail about the Program's development, including problems encountered and how they were addressed, as well as additional information about the experiences of individual contractors.

Slee, John F. "Career Change: Innovative Approach to Reemployment," **Industrial Gerontology**, Spring, 1977.

PROGRAM CONTACT:

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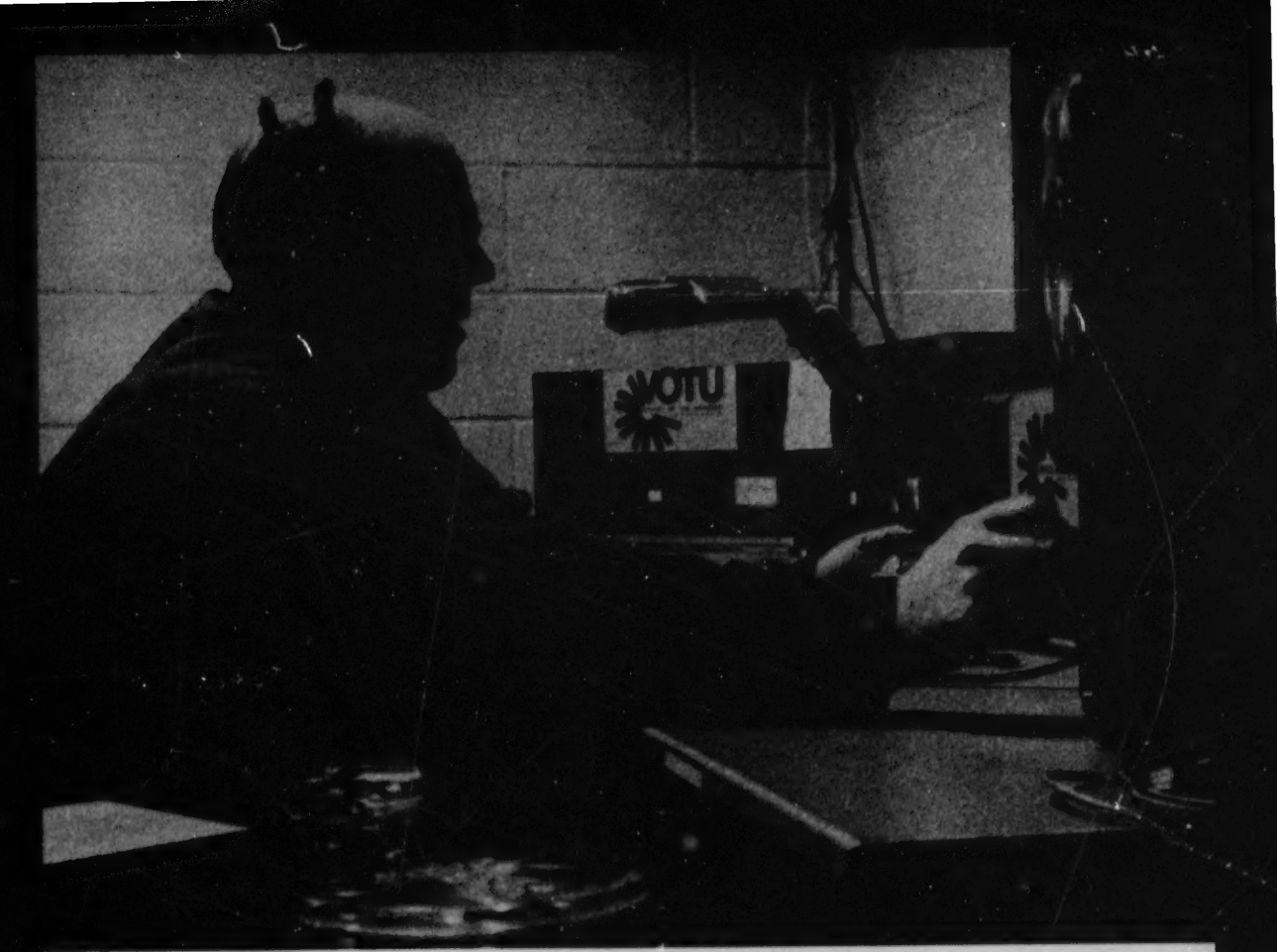

FAA Second Careerist.

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Second Careers for Air Traffic Controllers

The Federal Aviation Administration's Second Career Program is designed for air traffic controllers who have been removed from their jobs due to either operational or medical difficulties beyond their control. The Program provides clients with their full salaries and up to two years of training while they prepare for new careers. In the New England Region, the Second Career Program has been especially appropriate in meeting the career needs of clients between 40 and 55 years of age.

The Second Career Program was mandated by the passage of U.S. Public Law 92-297 on May 16, 1972. The Law entitles an air traffic controller with five or more years of service to up to two years of training, provided that the controller has been removed from his position through no fault of his own. More specifically, an air traffic controller qualifies for the Second Career Program if:

(1) he is medically disqualified for duties as a controller;

(2) he is unable to maintain technical proficiency as a controller; or

(3) such removal is necessary for the preservation of his physical or mental health.

In addition to training entitlements, all air traffic controllers who qualify for the Second Career Program continue to receive their full salaries while they participate in the Program. They are retained at their last assigned

grade and rate of basic pay as controllers and are entitled to each pay increase provided under the law.*

THE NEED FOR A SECOND CAREER PROGRAM

Most air traffic controllers employed by the Federal Aviation Administration (FAA) enter the field at a young age (early to middle twenties), and most have little formal education beyond high school. After they enter the FAA, they receive intensive and highly specialized training which prepares them for air traffic control positions.

Because of the enormous responsibility of their jobs, controllers are required to give continual evidence of both job proficiency and sound physical and mental health. Should a controller fail to meet the proficiency requirements or to pass an annual medical examination, he must be relieved of his job duties. A disqualified controller cannot go to another employer and sell his skills, because the FAA and the military are the only employers of air traffic controllers. Since, in most cases, controllers have no other marketable skills, disqualification from their jobs presents them with a major career crisis.

The majority of disqualifications occur when controllers reach middle age and are unable to pass their annual medical examinations. For example, one of the medical regulations is that a controller cannot take certain medications on the job. Thus, a controller who discovers that he has diabetes and must take insulin in order to preserve his health no longer qualifies for air traffic control work. Routine medical difficulties resulting from the normal aging process also are sufficient reasons for disqualification. Examples of this include deterioration of eyesight and hearing, or the development of minor heart irregularities.

In the past, many disqualified employees were dismissed from their jobs with no benefits other than the standard government employee's disability retirement annuity. Regardless of the length of service involved, this disability income has never been enough to support disqualified controllers with family responsibilities. Realizing this, many concerned air traffic controller supervisors, flight surgeons, and other FAA officials sought to avoid the dismissal of worthy employees in a manner that was costly and often ineffective. Disqualified controllers were given unchallenging, routine paperwork positions or special jobs were created for them within the FAA, sometimes while the controllers continued on paper in their old positions. Such arrangements were costly to the Administration and often resulted in a shortage of air traffic control manpower. Moreover, these arrangements could only be justified in the short run, and ultimately gave disqualified controllers little more job security than they had at the time of their official

*Note: Although we are aware that there is some controversy about the extent to which the Second Career Program has fulfilled its legislative intent, this article focuses on the rationale for the Program and how it works in the New England Region. Readers interested in exploring the controversial aspects of the Program should consult the references at the end of the article.

or unofficial removal.

In order to avoid these unsavory career alternatives, some controllers attempted to disguise their medical problems. Often fellow workers would sympathize with these controllers and "cover" for them whenever necessary. Such situations placed inordinate responsibility and stress on those controllers trying to do their co-worker's jobs as well as their own.

These factors represent only a few of the generally accepted reasons why a retraining program for disqualified air traffic controllers was considered crucial. Yet there is another reason which some people believe is equally important. Some air traffic controllers maintain that a large proportion of the physical and mental health problems which have disqualified air traffic controllers have been caused by the stress of the job. They point to examples in which controllers have been the cause of a collision or a near miss, arguing that no one can live with the knowledge that the lives of thousands of people rest on his shoulders without suffering physical and mental symptoms such as hypertension and anxiety.

Regardless of the merits of this argument, there is no question that it was a factor in the investigations which led to the passage of Public Law 92-297. It was a key argument used by the Professional Air Traffic Controllers Organization (PATCO) and the National Association of Air Traffic Specialists (NAATS) when they lobbied for the Second Career legislation.

Although the FAA never accepted this argument, many FAA administrators still felt that there was a crucial need for Second Career legislation. They were convinced that a retraining program for disqualified air traffic controllers would enable the FAA to effect a humane separation of disqualified controllers in a shorter period of time, and thus save the taxpayer money in the long run.

As a result, the FAA training staff began planning for the Second Career Program in 1969, three years before the legislation was passed. In designing the basic program structure, FAA administrators examined retraining programs operated by the Veteran's Administration, the U.S. Army and the U.S. Department of Labor. However, a good portion of the FAA's program design task was necessarily unique. Successful retraining of disqualified air traffic controllers requires overcoming obstacles such as non-transferable job skills, age discrimination, high salary expectations and the occupational limitations of specific physical and psychological disabilities.

CLIENT SERVICES

The following client services description highlights the approach used by the New England Region, which is one of eleven FAA regions administering the Second Career Program. Although the general design applies to the Second Career Program in other regions, the specific techniques employed were developed by the New England Region's Second Career Program Manager.

Vocational Counseling and Assessment

Once an employee enters the Second Career Program, he begins the process of identifying a career area in which he would have a reasonable chance of finding productive employment. The choice of a realistic career area is considered by the New England Program Manager to be the most important step in the Second Career Process. As a result, the Manager spends the majority of his initial time with clients questioning them about the hobbies and interests which they may have been pursuing while working as air traffic controllers. In most cases, clients have been able to identify these interest areas readily. Few of them, however, view their interests as indicators of potential career areas. A client might enjoy gardening, fishing, or horseback riding without ever thinking that these interests could lead to such careers as greenhouse management, charter fishing, or equestrian management. Yet, in the New England Region, this transformation of interest into career is common.

Once an interest is discussed, career research begins. Working with the client, the Manager makes phone calls to professional associations, schools, companies, and individuals who might be able to suggest viable career and training possibilities in the general area of interest. In this way, a training plan emerges that is usually acceptable to both the client and the Program.

However, not all clients need assistance in identifying a new career direction. Some clients choose career areas which are easily confirmed as being realistic for employment. Others choose careers which eventually prove to be unrealistic and must be revised. One client, for example, aspired to be a professional golfer. Although his golf skills were excellent, the Program Manager suspected that the client's back difficulties might prove to be a major obstacle to his career aspirations. In order to investigate this, eleven golf schools were surveyed. All of them required courses in the installation and maintenance of greens. These courses, which required some heavy labor, were part of the PGA Program requirements. When the client was informed of this, he decided to pursue his interest in hotel management as an alternative career choice. Other clients in the New England Region have encountered similar situations, and all have come up with viable career alternatives.

The Program Manager's emphasis on client interests and hobbies has been an effective career counseling technique for New England Second Careerists. These individuals are usually middle-aged men with some sort of physical or mental disability that makes them unable to compete with younger men and women for most full time skilled jobs. They must find a way to circumvent both the disability and age discrimination factors. By focusing on their interests and hobbies, they are likely to identify skills which may not be affected by their disabilities. When these skills are translated into career possibilities, *many of the careers involved are unusual and frequently suggest self-employment prospects.*

Many of the New England Region clients who have transformed interest or hobby into career have realized two important benefits. They have found a way to do something that they enjoy doing, and they have found a means

for supplementing their income. In many cases, the income that results from the new career area is not enough, by itself, to support a client and his family. However, when the extra income is combined with the client's disability retirement annuity, it is usually adequate. Several New England Second Careerists have even been able to pursue their new careers on a part time or seasonal basis and still meet their financial requirements.

Although the New England Region's approach is certainly relevant to clients in other FAA regions, it should be mentioned that this method of identifying careers probably would be less effective with younger clients who need high paying full-time jobs. The average age for New England Second Careerists is 48, as compared to the national average of 42. Few New England clients have major financial responsibilities such as mortgage payments or tuition for their children's education; in most cases, they just need to support themselves and their spouses.

Although the Program Manager's efforts represent the core of the counseling process, several outside career consultants have been utilized to provide New England clients with vocational testing and to assist in the career identification stage. The present consulting firm, *Career Concepts*, provides two and a half day programs which help clients identify concrete career alternatives. This saves the Manager a fair amount of time and often enables clients to move more rapidly through the counseling process.

Training

Public Law 92-297 entitles Second Careerists to up to two full-time years of training over a three year period. This training can be academic or vocational-technical in nature, or it can be an on-the-job training (OJT) experience. Training sources must be state approved and/or be able to demonstrate past experience in providing quality training in the specific area chosen by a Second Careerist.

Once an approved training source has been selected, the Second Careerist must develop a training agreement specifying his training objective. This objective cannot be degree oriented unless it is ascertained that a degree is necessary in order to enter a specific field. Because training cannot extend beyond two full time years (or three part time years), and because most Second Careerists do not have prior educational experiences beyond high school, most training plans which require a degree sequence are at the associate degree level.

In spite of the availability of academic training, the New England Region Program Manager encourages clients to consider OJT experiences. Many clients pursue *two year* OJT arrangements, and many of the clients who choose academic or vocational programs include three to six month OJT experiences in their training plans. The Program Manager emphasizes OJT options for the same reason that he emphasizes developing client interests and hobbies. Unless a Second Careerist chooses an unusual career area in which his experience gives him a clear advantage over younger persons preparing for similar careers, academic or vocational training may be pursued in vain.

William McKay (see shaded box) who chose to pursue commercial fishing, provides an excellent example of someone who has been able to

William McKay just completed an associate degree program in Marine Science at the University of Rhode Island. Before entering the Second Career Program, he had been an employee of the FAA for 26 years, working for 21 of those years as an air traffic controller.

At the end of 1974, Bill had a heart attack. When he returned to work three months later, he realized that if he continued in his job he might have another heart attack. Shortly after this, he was medically disqualified and entered the Second Career Program.

After several counseling sessions with the Program Manager, Bill decided to pursue a career in commercial fishing, since he had been fishing as a hobby throughout his life. Bill realized that he would not be able to enter the field as a crew member on someone else's boat. He simply would not be able to do the heavy work required of him. The only way for him to enter the field would be to buy his own boat, hire his own crew to do the heavy work, and begin fishing on a small-scale basis.

Bill then applied to and was accepted into the commercial fishing program at the Univesity of Rhode Island. He worked on the University's training boat with men twenty years his junior, winning the respect and cooperation of his fellow students who constantly pitched in to relieve Bill of the heavy work involved in training maneuvers.

By the time Bill earned his degree, he had been offered a teaching job in the University program, as well as several overseas positions. When we talked with him, Bill was still not sure what he would decide to do, but felt that he had a number of excellent career possibilities from which to choose.

combine past experiences with formal education in order to earn an employability edge over some of the younger graduates of his degree program. But McKay is an exception to the rule. The majority of clients are uncertain of their ability to return to the classroom and are unlikely to thereby secure a competitive edge over their younger counterparts. George Lydick (see other box) who chose a two year OJT experience in radio and television production, provides a vivid example of the advantage of full time OJT experiences, particularly for older Second Careerists.

In order to find OJT slots, the Program Manager sends out annual letters to over 100 firms suggested by university placement personnel, Employment Security Department contacts, and articles in numerous trade journals. The letters explain the Second Career Program, the nature of client OJT needs, and the fact that Second Careerists' salaries will be paid by the FAA. Many firms find this offer attractive and view the Program as an economical means for identifying potential skilled employees.

The FAA does not require participating firms to make a definite employment offer to trainees. Nevertheless, many OJT sources have offered jobs to Second Careerists after they complete their training plans. Even when

job offers have not resulted from such arrangements, excellent job references and job leads generally have been secured from the OJT sources.

George Lydick is a radio and television production consultant. Before entering the Second Career Program, George had spent 33 years as an air traffic controller. He was disqualified from his FAA job because of a bleeding ulcer condition.

After counseling with a career consultant and the New England Program Manager, George elected to pursue his long-time interest in radio and television production. He knew that the field would not be easy to break into, but felt that he could find consultant work if he learned the necessary skills. He decided to learn these skills in an OJT situation, because he preferred "learning by doing" to the formal classroom approach.

George approached several radio stations before he found an appropriate learning environment at VoTu Productions, an independent firm producing programs for cable television. Unlike larger stations, VoTu Productions needed volunteer manpower and gave George every possible opportunity to learn the craft of production.

Initially, George received some basic instruction and began running the audio portion of several TV programs. He made a few minor mistakes, but won the admiration of his OJT supervisor, who soon moved George to a television camera operation position. Later, George produced three of his own radio talk shows, announcing one of them himself. He also made a wide variety of job contacts, which have since led to consulting jobs.

George now looks forward to more consulting work. He likes being able to make his own hours and choose the kind of jobs which interest him most. At some point, George hopes to collaborate with another Second Careerist in establishing a radio and television production company.

Program-wide follow-up figures compiled by the Washington office confirm the advantage of OJT experiences over other training options. Employment percentages for those clients who elected OJT experiences are higher than the employment percentages for clients who elected academic or vocational-technical programs.

Monitoring Client Progress

The monitoring of client progress is an essential ingredient of Program quality control. Whether a client is enrolled in an educational institution or in an OJT slot, there will be times when he needs the support of the Program Manager in adjusting to a new environment, or in communicating his needs to faculty members or industry supervisors who do not fully understand the Second Career process. In the New England Region, the Second Career Manager usually accompanies clients to the meetings with educational or personnel officials with whom a training agreement is established. This face-to-face contact enables the Manager to explain the program fully and insure that both the client and the training contact understand the Program

expectations regarding client attendance and progress during the training period.

In addition to this initial contact, the Program Manager makes quarterly site visits to confer with the client and the training sponsor. During these visits, he accomplishes a number of objectives. He acts as Program spokesman and problem solver; he pinpoints FAA paperwork delays or specific requests for tools or materials which he can expedite on his return; he counsels clients and their spouses concerning present and anticipated career problems; and, finally, he works with clients and the training sources to begin identifying future placement options.

Another important follow-up strategy utilized by the New England Region is the annual meeting of all Program clients. Because clients are located all over New England, they rarely have the opportunity to meet as a group and share their Program experiences. To facilitate such sharing, the Program pays the travel expenses of any client who wishes to attend this meeting. The meeting is not mandatory, because those clients who have important school examinations or work commitments are expected to honor them; nevertheless, the meeting is enthusiastically attended. In fact, each year a number of Second Career graduates pay their own travel expenses to this meeting. Their presence is one of the biggest emotional boosts which current Second Careerists can receive, and their stories are the best proof of the variety of positive career changes which can be made by air traffic controllers.

Placement

Accurate placement data for each region has not been collected to date. However, according to nationwide follow-up questionnaire responses received by the FAA's Washington office, some 25% of the Second Career Program graduates are currently employed. This is comparable to the Department of Labor's placement figures for individuals over 40 years of age. Moreover, 80% of the employed Second Career graduates are working in the career area for which they were trained. The salaries earned by Program graduates are low, but adequate when added to their disability retirement earnings. The majority of the salaries reported were under $10,000 per year.

OVERALL PROGRAM SUPERVISION, FUNDING AND STAFFING

Supervision

Guidelines for the Second Career Program administration are provided to the eleven regional Second Career Program Managers by the Washington FAA Headquarters. However, the Washington office has no line authority over the regional Program Managers. Supervision of Program Managers is the responsibility of the regional Branch and Division Chiefs.

The Washington office does employ a Second Career Specialist, who is responsible for assisting regional Program managers in solving specific problems. The Specialist makes regular site-visits to each of the regions to

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identify Program-wide trends, problems, and issues which need to be addressed in Program-wide conferences. These Second Career conferences, which are arranged by the Specialist, represent an opportunity for the regional Program managers to share their problems and achievements, and to make recommendations for program improvements.

Funding

In 1972, the first year of Second Career operation, actual expenditures for the Program in all eleven regions totaled $8 million. In 1977, Second Career Program costs totaled $23 million.

In the New England Region, 1977 Second Career Program costs amounted to approximately $1,215,000. Per client expenses for the Region's Second Career Program have averaged $35,000 per year. These figures represent the total client costs, most of which are salary and fringe benefits. The average salary earned by an air traffic controller is $30,000 per year.

Staffing

One of the key problems of the Second Career Program has been its shortage of staff. In 1977, there were 17 full time staff members administering the Second Career Program; at that time 847 clients were active in the Program. Thus, the client-staff ratio for the total Program was 50 to 1.

Such staffing limitations have doubtlessly hampered the effectiveness of Program management, since some clients have not been monitored as carefully as they could have been with more staff. In the past, the Washington office has requested additional Second Career positions through the budget process, but due to other more pressing FAA priorities these positions were not made available.

In addition to the primary Second Career staff for each region, some regions such as New England have utilized outside career consulting firms to provide vocational counseling and assessment services to their clients. Other Regions have not attempted to use outside consultants at all or have had difficulty finding the necessary counseling expertise in the consultants they have hired.

To address this difficulty, the FAA's Washington office contracted with Kirschner Associates to provide counseling and assessment on a pilot basis to 55 Second Careerists in the State of New York. Kirschner Associates has since submitted a report to the FAA making recommendations concerning counseling and assessment techniques which are appropriate for use with Second Careerists.

EVALUATION AND FUTURE OF PROGRAM

Public Law 92-297 required the FAA to submit a formal report to the Congress dealing with the results of the Second Career Program during its first five years of operation. This report, entitled **Five Year Report on the Operations Under Public Law 92-297**, was submitted last year to the House

Post Office and Civil Service Committee.

Another formal evaluation of the Program will be forthcoming from the Government Accounting Office, which has been reviewing the Program for the last year and a half. The combination of this program review and the Five Year Report could stimulate legislative action requiring significant changes in the Second Career Program.

Although the Second Career Program has clearly fulfilled some of the primary intentions of Public Law 92-297, many FAA administrators agree that client services could be improved if:

- more staff members were hired to counsel, monitor, and assist in the placement of clients;
- better counseling and assessment materials were developed, and staff members were trained in their use; and
- more thorough and up-to-date information was assembled on labor market trends, especially on career areas most receptive to entry by workers over 40.

Moreover, there is substantial agreement that the Second Career Program eligibility requirements need to be revised and tightened to insure that the Program is serving those clients who need it most. (While a description of the specific eligibility factors requiring revision goes beyond the scope of this article, readers interested in these are referred to TERC's case history on the Second Career Program, which discusses these and other problem areas in depth.)

Nevertheless, in reviewing Program achievements in the New England Region alone, it is clear that there is much about the Second Career Program which is exemplary and appropriate for replication in other institutional settings. Moreover, other government agencies might be able to create their own Second Career programs at lower cost, particularly if payment of high salaries, such as those commanded by air traffic controllers, is not involved.

The creation of a Second Career type program for all government employees involuntarily removed from their jobs is not as far-fetched as it may sound. A recent paper published by the Federal Personnel Management Project makes several suggestions as to how competent career staff can be retrained before reduction in force (RIF) and other no fault removal actions. Although this paper refers primarily to career change possibilities within the Federal Government, attention to this matter will no doubt result in outplacement considerations as well. In this respect, the FAA's Second Career Program can be expected to serve as an important resource to government administrators and legislators considering the subject of involuntary career change.

FOR FURTHER INFORMATION:

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Army Radioman Learns Welding.

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Army Education Centers and Career Transitions

The U.S. Army, like the other military branches, has experimented with a variety of programs to assist officers and enlisted men and women with their military career development as well as their transitions to civilian careers. The counseling, education, and referral services in these programs have been operated by Army Education Centers, such as the one at Fort Belvoir in Virginia. Like civilian employers, the Modern Volunteer Army faces a dilemma in determining the extent to which it uses these services to assist career changers.

In order to maintain a flexible and technologically advanced defense force, the U.S. Army requires troops with a combination of general education and specialized training for a diversity of military occupations. The Army uses civilian educational institutions to provide this education and training whenever feasible. This policy stems in part from the fact that many recruits are attracted to the "Modern Volunteer Army" by the opportunity to further their education and training. The policy also has reflected the need to give personnel who make a career of the military the civilian credentials necessary to develop productive careers when they retire from the military during their forties. Moreover, since the content of many "Military Occupational Specialties" (MOS) is directly comparable to that taught in civilian educational or apprenticeship programs, the Army can rely upon civilian institutions to help prepare its workforce and can argue that the members of this workforce deserve civilian credentials.

In order to make cooperative arrangements with civilian institutions, every Army installation with 750 or more troops has an "Army Education Center." These Centers provide counseling, instructional and referral services

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to assist military personnel in achieving the educational goals set by the Department of the Army (DA). One of these goals is to have all commissioned officers hold at least baccalaureate degrees and preferrably advanced degrees as well. Likewise, all warrant officers are expected to earn Associate Degrees in fields related to their MOS. All non-commissioned officers must complete a high school education before promotion to a certain military grade, and are encouraged to attain Associate Degrees related to their MOS. Finally, all enlisted personnel are required to complete high school before reenlistment.

Although the primary concern of the Army Education Centers is continuing education relevant to promotion up Army career ladders, the Centers' services also can be used to prepare for career changes within the Army or for new occupations upon leaving the service. Currently, this preparation must be done mainly during "off-duty" hours and may not be eligible for tuition assistance. By contrast, during the Vietnam War, the Army implemented an extensive program to assist the large numbers of soldiers needing to make transitions to civilian careers.

This chapter gives a brief history of the development of career-related programs under the Army Continuing Education System (ACES), and then discusses the administration of the ACES. Subsequent sections of the chapter present specific ACES counseling, education and referral mechanisms, and give some examples from the Army Education Center at Fort Belvoir. Since the Army has fluctuated in the extent to which it has supported career transition services, a discussion of its career transition dilemma concludes the chapter.

DEVELOPMENT OF THE ARMY'S EDUCATION SYSTEM

Before World War I, the U.S. Army had no service-wide policies and programs regarding either military training or general education. The commanding officer for each Army unit decided what training and education, if any, were needed by his men and arranged to meet the need. By World War I, warfare had become sufficiently complex technically that the U.S. Army instituted systematic training for a number of specialties. However, until World War II, the Army continued to leave the responsibility for educational programs entirely in the hands of commanding officers.

Late in World War II, when the U.S. Armed Forces were anticipating victory, they began planning for the maintenance of an occupation force in Europe. Since the troops stationed there would have a good deal of free time, the Army decided to provide educational activities as one means to occupy the time. European universities were asked to create programs for American military personnel, and arrangements were made with the University of Wisconsin to offer correspondence courses. At the end of the war, Army bases overseas began establishing "Information and Education Offices," which among other functions assisted soldiers to gain access to these civilian educational programs. Army bases in the U.S. established similar multiple purpose offices during 1946, and also sought to make

arrangements with local postsecondary institutions for soldiers to attend educational programs. Both officers and enlisted personnel received tuition assistance for these programs.

The interest in educational programs for military personnel was complemented by a concern for the education of individuals who had recently completed their service. Late in World War II, this concern resulted in the passage of the first GI Bill. This bill gave the Veterans Administration resources to subsidize the educational preparation of World War II veterans for entry into civilian occupations. Subsequently, the Bill was updated to provide educational benefits for the veterans of later wars.

Another development which benefited World War II veterans was the effort of the American Council on Education (ACE) to develop guidelines for giving academic credit for learning experiences in the Armed Services. This effort resulted in the 1946 publication of the first *Guide to the Evaluation of Educational Experiences in the Armed Services*. Since then, the Guide has been updated periodically and has become widely used among postsecondary educational institutions.

Meanwhile, the Information and Education Offices on the U.S. installations began exploring the possibility that nearby educational institutions could offer courses on the bases. One of the first posts to implement this vision was Fort Belvoir, which persuaded Catholic University of America to give engineering courses at the base beginning in September, 1948. Another major advance for education in the Armed Forces was the 1949 agreement with the University of Maryland to offer courses on many bases overseas. From the start, the decision to provide specific courses at military installations has been based on the number of troops requesting such courses and the research and library facilities available at each installation. Since Fort Belvoir had large numbers of engineers and several laboratories and libraries, the first Catholic University course happened to be on the graduate level. By contrast, almost all of the courses offered on bases by the University of Maryland and other institutions were at the undergraduate level until the 1960s.

By 1956 the educational activities on many posts had become so extensive that the Department of the Army decided to create "Army Education Centers." These Centers were given the sole function of fostering educational activities. Only at installations with fewer than 750 troops are educational activities sometimes administered through multiple function offices.

During the 1960s, the Army Education Centers developed additional educational options. For example, in 1960 Fort Belvoir established both a language laboratory and a special program for personnel needing additional science and mathematics education in preparation for entering military technical schools. A year later, the Fort Belvoir Education Center initiated a comprehensive vocational guidance and testing program. Another major step was taken in November of 1964 with the opening of the "Degree Completion Program" to enlisted men and women; until that time, the Program had given only officers released time to complete college degrees. In June of 1967, the Army removed any dollar limitation on the amount of

tuition assistance provided to officers and enlisted personnel; the new policy sanctioned Army payment of 75% of tuition fees even for courses taken from accredited private institutions. Programmed Instruction Centers also were established during this period.

The services of the Army Education Centers were further expanded in February, 1968, with the start of Project Transition. Under this program, the Centers not only offered vocational testing, counseling and job placement services, but also paid for officers and enlisted personnel to take full-time vocational training in civilian schools or private firms during the last six months of their military service. Project Transition was terminated by the U.S. Congress in May, 1974, because of some difficulties in its implementation and because it had partially fulfilled its objective of obtaining civilian jobs for Vietnam veterans.

Some of Transition's counseling services have been continued at a lower profile under the general Counseling Program, which became an official part of Education Center services early in 1973. Until then, the Centers provided counseling on an informal basis or relied upon people outside of the Army to perform the function on a consulting or volunteer basis. Even after the initiation of the Counseling Program, the Education Centers have continued to coordinate with outside groups such as The Retired Officers Association in offering guidance and referral options to Army personnel who are about to leave the service. Moreover, the Education Centers conduct Veterans Employment Seminars, which were implemented by the Jobs for Veterans Department of the National Alliance of Businessmen in 1974 and are still sponsored by this organization.

In February of 1975, the Army started Project AHEAD: "Army Help for Education and Development." This recruiting device, which will soon be discontinued, has fostered arrangements with postsecondary institutions for young people to start college and enlist in the Army at the same time. During 1975, the Army also negotiated a program with the U.S. Department of Labor in which military personnel maintain apprenticeship training logs. Finally, on January 1, 1977, the Veterans Educational Assistance Act went into effect. Unlike former GI Bills which only assisted war veterans, the "Contributory GI Bill" benefits peacetime soldiers as well.

ADMINISTRATION OF THE ACES

The Army Continuing Education System is administered by the DA Education Directorate, which reports to the Adjutant General under the Army's Deputy Chief of Staff for Personnel. This Directorate develops policies and operational guidelines for the ACES and its 56 Army Education Centers located in the U.S. and its 28 Centers overseas. The Centers are grouped under the Army's eleven "major commands." Like the Adjutant General at the DA level, the commanding officer of a major command is responsible for the ACES in the bases under him, while the commander of each base in turn is responsible for his post's Education Center. At each level in this hierarchy, the actual implementation of educational programs is

carried out by civilian ACES Directors and their staffs.

In order to determine what educational services should be offered at a military installation, each Education Center periodically conducts surveys of the installation's educational needs and resources. The results of the surveys are used to develop an annual "Education Services Plan" for the installation. This plan includes career counseling services, military education programs, basic and academic educational programs conducted by cooperating institutions, vocational-technical education programs, apprenticeship programs, and various support services. In the case of the Fort Belvoir Education Center, these programs and services are the responsibility of a civilian staff consisting of the ACES Director (with U.S. Civil Service rating GS-13), three supervisors (GS-11) and four counselors (GS-9). The members of the staff share many tasks including counseling, which even the Director undertakes.

The counseling services of Fort Belvoir's Education Center are used at least once a year by most officers and enlisted personnel because annual counseling updates are a required goal for all military personnel. In addition, between one fourth and one third of the personnel use other services of the Center during the course of a year.

Many of the ACES programs and services also are available to civilian personnel working on the posts and to the dependents of military personnel. For example, if the demand among military personnel for a specific course topic is great enough to result in the initiation of the course, civilian personnel and military dependents frequently are invited to enroll. Even civilians living near many of the bases are sometimes allowed to take courses conducted by civilian educational institutions at the bases. Moreover, Education Center counselors are available to civilian personnel and dependents on an informal basis.

The extent of the services and programs at an Army Education Center also is determined by the facilities available at each base, the existence of cooperative nearby educational institutions, and the ACES budget. However, basic educational skills currently are stressed because a high percentage of the men enlisting in the Modern Volunteer Army do not have high school diplomas. Even those volunteers with high school diplomas often have insufficient basic skills to perform well in most military specialties. Moreover, most of the enlisted men with educational deficiencies have indicated that one of their major reasons for joining the Army was the educational opportunities it offered. In view of these facts, Congress and the Department of the Army allocate much of ACES' $100 million annual budget to programs aimed at providing basic educational skills. Although most of the other ACES programs receive less support and sometimes are cut entirely, experienced Directors of the Education Centers usually can find formal or informal ways to maintain all of their major program components.

COUNSELING AND TESTING SERVICES

Since all Army personnel are expected to talk with an Education Center counselor at least once a year, counseling services are the most important

means of contact between the ACES and its clients. Within thirty days of when a soldier arrives at a new post, he or she is contacted by a staff member of the post's Education Center. During the ensuing discussion, the staff member questions the soldier about his or her needs for academic education, military education, and career guidance.

If the client has low reading or math scores or has not earned a high school diploma, the counselor talks with the client about the base's options for learning basic educational skills or completing high school. The counselor also can assist the client in setting or updating goals for his or her military career. In light of these goals, plans are devised for increasing MOS competency by means of on-the-job and classroom training. If a client has completed high school, the counselor discusses not only the client's military career and education plans, but also his or her plans for continuing academic education at the postsecondary level.

Each Education Center has a Testing Service which can be used during the counseling process. Fort Belvoir's Testing Service offers the following: high school GED tests, the College Level Examination Program (CLEP), the ACT Proficiency Examination Program, achievement tests in reading, mathematics and many other subjects, the ACT Assessment Program, Scholastic Aptitude Tests, and various vocational guidance tests. The Education Center does not give personality tests or clinical counseling, but instead arranges referrals to chaplains and other counselors who provide such services.

The current counselor to client ratio set for Education Centers is 1 to 1000. About 400 of each counselor's clients change each year as new personnel come to a post and other people leave. The DA Education Directorate dislikes the heavy client load on counselors, but has been unable to convince the U.S. Congress to allocate more funds to employ additional counselors.

Since most talks with military clients must be recorded, the counselors do a good deal of paper work. Many of the records kept regarding counselees are considered to be confidential. In order to help assure this confidentiality, all military personnel are asked to hand carry their counseling records between Education Centers when they move to new posts.

When counselors are not doing individual counseling and record keeping, they devote most of their work time to "outreach." Typically, outreach involves visits to various units around a base with the objective of introducing Education Center services to Army personnel on a face-to-face basis. Troop units which have relatively large numbers of soldiers needing basic educational skills and high school completion are given priority. A secondary focus is units with low participation rates in the other programs of the Center.

BASIC EDUCATIONAL PROGRAMS

The primary emphasis of Education Centers on basic educational preparation is evident not only in counseling activities, but also in the high

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priority given to the Basic Skills Education Program, the English as a Second Language (ESL) Program, the High School Completion Program, and the MOS Augmentation Program. Courses in these four programs have been available to all personnel during duty time. After July 1, 1978, however, the High School Completion Program is being de-emphasized somewhat by moving its courses to off-duty time. This change reflects increasing Congressional and Department of the Army concern over the lack of basic education and ESL skills among many volunteers.

In the case of Fort Belvoir, most of the courses in basic education and ESL are conducted on the post by teachers from the Fairfax County Public School System. This System also provides on-post courses necessary to earn a high school diploma. Another means to high school completion at Fort Belvoir is the Center's GED evening program which prepares participants for the State of Virginia Equivalency Certificate.

The MOS Augmentation Program is designed to foster the updating or broadening of knowledge and skills in the stated military specialties of officers and enlisted personnel. All soldiers are assigned a "primary" and a "secondary" MOS based on their aptitudes and interests as determined during tests and counseling at the time of their induction into the Army. When an education or training activity can be related directly to a primary or secondary MOS, the officer or enlisted person usually is allowed to pursue the activity during duty time at no tuition cost to the individual. Officers at the training units on each Army base decide which courses offered by its Education Center or cooperating civilian institutions will be treated as directly relevant to military specialties.

When Army personnel are dissatisfied with their primary and secondary MOS and wish to change to a third MOS, counselors at the Education Centers can assist them in designing the steps necessary to make such changes. However, officers and enlisted personnel frequently must prepare for these career changes on their own time and with only partial tuition assistance. Moreover, there is no guarantee that the Army will assign them to a position using their new MOS after they have earned it. As a result, major career changes are not widespread in the Army, although they do happen as evidenced by Captain Jim's story in the shaded box on the next page.

OTHER EDUCATIONAL PROGRAMS

Many officers and enlisted personnel who take courses towards a third MOS do not anticipate making a change to a new military career, but instead view the courses as preparation for a second career upon leaving the service. Similarly, many soldiers take courses and examinations with the intention of earning civilian credentials for their primary or secondary MOS. Many of these personnel design their educational plans under the Vocational-Technical Program of each Army Education Center. This program provides opportunities to earn credit towards Associate degrees, certification, or advanced standing in civilian occupations.

In the case of Fort Belvoir, vocational courses at the secondary education level are conducted on the post by the Fairfax County Public

Captain Jim enlisted in the U.S. Army in 1947 with only a high school education. After progressing through the enlisted ranks for over nine years and earning a BA degree through the ACES, he was commissioned as an artillery officer.

Jim next became increasingly interested in human relations and went on to earn an MA in the field. Because his commanding officers did not consider his graduate studies to be relevant to his primary or secondary MOS, Jim was not given any released time for his graduate studies. However, an officer in the Pentagon observed Jim's skills during a human relations group and began encouraging him with his career change efforts. Through the Pentagon, Jim eventually was able to arrange a change to a European assignment in which he did human relations and organization development work.

In June of 1977, Jim was assigned to Fort Belvoir as an Equal Employment Opportunity Officer. Shortly thereafter, he decided to retire after completing twenty years of service, and began seeking a new career in organization development. Jim then noticed an announcement in the Fort's **Daily Bulletin** for a half-day career transition seminar conducted by the Education Center. The seminar proved to be instructive in beginning Jim's transition process. At the seminar, he also met an Education Center counselor who later assisted him in developing a resume, filling out a Civil Service application form, and making job hunting contacts. These contacts eventually resulted in a job to Jim's liking.

School System and normally require no tuition fees. These courses include such subjects as carpentry, plumbing, welding, cabinet making, and photography. Technical education at the Associate degree level is conducted at Fort Belvoir by four institutions – Montgomery College, Northern Virginia Community College, the University of the District of Columbia, and Washington Technical Institute. At least eighteen technologies are now covered by the four institutions ranging from accounting and automotive technology to police science and printing & publishing. Like many other Education Centers, the Fort Belvoir Center also offers its clients the option of preparing for and taking examinations through the New York Regents External Degree Program.

Military personnel seeking civilian academic credentials at the baccalaureate and graduate degree levels have a number of options in the Academic Education Program at Fort Belvoir. Undergraduate courses are conducted on site in a variety of arts and science disciplines, engineering, business administration, and education by the University of Virginia, George Mason University and Pepperdine University. At the masters degree level, on site programs are offered in education, business administration, engineering administration, human resource management, and various kinds of public administration and planning. Courses in these programs are conducted by the Catholic University of America, George Washington University, the University of Virginia, George Mason University, Pepperdine University and the

University of Southern California.

The Fort Belvoir Education Center conducts 75 to 80 evening courses at the AS, BS and MS levels each term, as well as a few daytime courses in fields which qualify for the MOS Augmentation Program. Approximately 10% of Fort Belvoir's 4,000 military personnel are taking these courses as part of their work towards associate or higher level degrees. In addition, a substantial number of Fort Belvoir's soldiers are commuting to evening programs offered by postsecondary institutions in metropolitan Washington, D.C. Seventy-five percent tuition assistance usually is granted for non-MOS courses, whether they are taken on or off the base.

Since military personnel usually are assigned to new posts before they have time to finish all of the courses necessary to complete civilian degrees, the Armed Services have initiated special arrangements with over 1200 accredited postsecondary institutions to accommodate soldier-students. These institutions are called "Servicemen's Opportunity Colleges" (SOC's). According to the Army Regulation (621-5) which guides the Education Centers, all SOC's assist Army personnel by:

1) Maintaining liberal entrance requirements
2) Offering classes during nontraditional times
3) Providing advising services to all students
4) Giving credit for Army educational experiences
5) Having residency requirements that are adaptable to the mobility and special needs of Army personnel
6) Providing opportunities for Army personnel to complete courses through special means when their education is interrupted by military obligations
7) Having a credit transfer policy that is generous in recognition of traditional and nontraditional learning obtained at other institutions.

Many of the SOC institutions have established "contract-for-degree" policies as a special means to help service personnel overcome credit transfer obstacles. In the 1976 *Catalogue of the Servicemen's Opportunity Colleges*, this approach is explained as follows: "Instead of getting a degree from the last institution attended by attempting to transfer in all previous work, a student plans to receive his degree from an institution he selects earlier in his academic career. Credits earned elsewhere, later or concurrently, are 'transferred back' to his alma mater."

A similar credit-granting approach has been used by educational institutions participating in Project AHEAD. These institutions accepted new Army recruits as regular students at the same time that they entered the Army. The soldier-students then began taking courses from whatever accredited institutions had cooperative arrangements with the posts where they were stationed, and transferred the resulting credits to the "home" institutions. At Fort Belvoir, participants in Project AHEAD could enroll in one on-duty and one off-duty course during each term. However, Project AHEAD is now being terminated because it duplicated many of the

arrangements for Servicemen's Opportunity Colleges.

All of the postsecondary institutions conducting courses at Fort Belvoir are SOC institutions. Northern Virginia Community College (NVCC) provides an example of the kinds of adaptations made by these institutions in order to better accommodate soldier-students. When NVCC became a SOC institution, it reduced its residency requirement from one year to one-fifth of a year. Moreover, NVCC intensified its development of nontraditional educational programs. The school currently operates an evening college, a TV college, a weekend college, telephone courses, and an independent studies program in addition to more conventional programs.

Sargeant Edmund **dropped out of high school in his senior year and went travelling before joining the Army in February of 1972. After basic training, he was stationed in Germany, where he became a "Combat Engineer" operating construction equipment. He also completed high school through the GED Program at an Education Center. Having married a German woman, he decided to reenlist and continue his tour in Europe. Later, he requested assignment to Fort Belvoir in order to be close to his parents in Maryland.**

Soon after coming to Fort Belvoir, Edmund noticed an announcement about the Education Center in the post's Daily Bulletin. Since he did not intend to reenlist, he decided to visit a counselor and discuss possible civilian careers. Edmund took vocational aptitude and preference tests and some follow-up counseling before deciding to prepare to be an electrician. He also took the half-day Veterans Employment Seminar sponsored by NAB at the Education Center in order to learn something about academic preparation and on-the-job training for civilian careers and about the advantages and disadvantages of being self-employed in construction work.

In order to prepare to be an electrician, Edmund enrolled in courses conducted by the Fairfax County Public Schools at the Education Center. Although his commanding officers were not enthusiastic about the courses, he was able to justify them as relevant to his primary or secondary MOS. Edmund also arranged to take on-the-job electrician training during the last six months of his enlistment. Through this training, he has established contact with contractors who will employ him when he leaves the service.

TRANSITION TO CIVILIAN CAREERS

In addition to Servicemen's Opportunity Colleges, the Armed Forces have devised several other means which assist its personnel with the transition to civilian careers. Perhaps the most important of these means has been the Vietnam Era GI Bill. Anyone is eligible for benefits under this Bill if he or she has had at least one day of active duty between February 1, 1955, and December 31, 1976; has received an honorable discharge; and has experienced at least 181 days of continuous active duty sometime during his or her military service. For each month of active duty, this GI Bill provides

educational benefits for 1½ months of full-time studies up to 45 months of schooling. The basic allowance provided during the schooling is $292 per month for veterans, while eligible personnel still in service may receive tuition and fee reimbursements. These benefits may be used for taking courses at any college, university, vocational-technical school, business school, correspondence school or flight training school approved by the Veterans Administration. A veteran must use the benefits within ten years from being discharged or by 1989, whichever comes earlier.

The Post-Vietnam Era Veterans' Educational Assistance Act was passed for all officers and enlisted personnel entering the Army after December 31, 1976. Under this GI Bill, a soldier may elect to contribute between $50 and $70 per month to an educational fund any time he or she chooses. For each dollar contributed by the soldier, the Army puts in $2, up to the fund's limit of $8,100. The soldier may begin using the fund after completing one enlistment or upon becoming a veteran.

Many Army Education Centers also provide counseling and referral services to assist military personnel in making the transition to civilian careers. During the Project Transition era discussed earlier, these activities received extensive support from the U.S. Congress and the Department of the Army. Most of the activities have continued at low profile or on an informal basis since the termination of Transition in 1974. For example, Job Fairs are conducted at larger Centers in order to provide soldiers an opportunity to talk with reenlistment recruiters as well as civilian employers. Moreover, Education Centers can refer soon-to-be veterans to NAB's Veterans Employment Seminars, which teach job search strategies, resume preparation, interviewing techniques, and the problems which veterans in particular may encounter in civilian labor markets. At the end of these seminars, participants can arrange individual counseling sessions with Education Center staff and/or counselors from other organizations which offer job-help services for veterans. Among others, these organizations include the U.S. Employment Service, The Retired Officers Association, and the Non-Commissioned Officers (NCO) Association. This last organization sponsors activities such as off-post Job Fairs; its recent fairs in the Washington D.C. area have attracted representatives from as many as 75 companies.

Soon-to-be veterans in the Washington area also have access to career change courses offered by several postsecondary institutions. Perhaps the best known of these courses is "Strategy for Career Transition" now being conducted as an applied psychology course by the Catholic University of America. The course, which meets twice a week for seven weeks, includes eight hours of psychological testing as well as sessions on job interviewing, resume writing, and job hunting strategies for military personnel. Additional sessions are devoted to civilian norms which service men and their spouses might need to re-learn. A similar course is given at Fort Belvoir by the University of Virginia.

THE MILITARY'S DILEMMA WITH CAREER TRANSITION

The fact that many Education Centers continue to provide transition assistance on an informal basis while formal assistance is considered counter productive reflects a dilemma faced by the Modern Volunteer Army as well as by civilian employers. The Army does not want to lose well-trained and experienced personnel at reenlistment time, a situation which may occur when soldiers have prepared for new careers with the assistance of ACES programs. On the other hand, the Army must use educational benefits to attract recruits who do not intend to make a career of the Army. Moreover, those men and women who do make it a career generally are forced to "retire" when they still have many years of work life left; their transition from military to productive civilian careers is crucial.

The typical officer "retires" from the Army at 45 years of age and enlisted personnel retire a few years younger. The resulting "retirement syndrome," as it is called by McDonald in the *Army Times*, can have serious negative consequences: "The irony of the term 'military retirement' is that it actually means 'career change.' Unconsciously, 'retirement' lulls one into a sense of complacency about future planning, since at best, retired people look for hobbies or avocations." In addition, the Armed Services nurture a "can do" attitude among their officers and enlisted personnel which makes them feel that they can master a career transition on their own. According to McDonald's survey of retired military personnel, four fifths of the respondents had sought no assistance in making the transition to civilian careers. Many of these veterans had experienced a syndrome of pre-retirement anxiety and then role confusion upon retirement, followed in most cases by successful adaptation. In some instances, however, the anxiety and role confusion resulted in major maladjustments to civilian work life.

During the last decade, Army Education Centers developed an array of services which could operate to minimize this retirement syndrome. However, these services currently are unknown to many military personnel because they must be operated at low or zero profile now that the Department of the Army and the U.S. Congress are emphasizing reenlistment and providing no support for the transition to civilian careers. This lack of support may not only increase the number of maladjusted veterans, but also weaken the Army's capability to provide transition services when the nation again is concerned with the lot of veterans, as it was a few years ago.

Moreover, the curtailment of transition services may have reduced the Army's ability to assist those soldiers who are seeking more productive and satisfying specialties within the military. Thus, like other employers, the Army is faced with the reality that provision of career change services can result in movement to other employers or to increased satisfaction and productivity within the military. Presumably as the provision of such services becomes more widespread among civilian employers, a nation-wide norm will emerge which results in greater support for career changers within the Armed Forces as well.

FOR FURTHER INFORMATION

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PROGRAM CONTACT:

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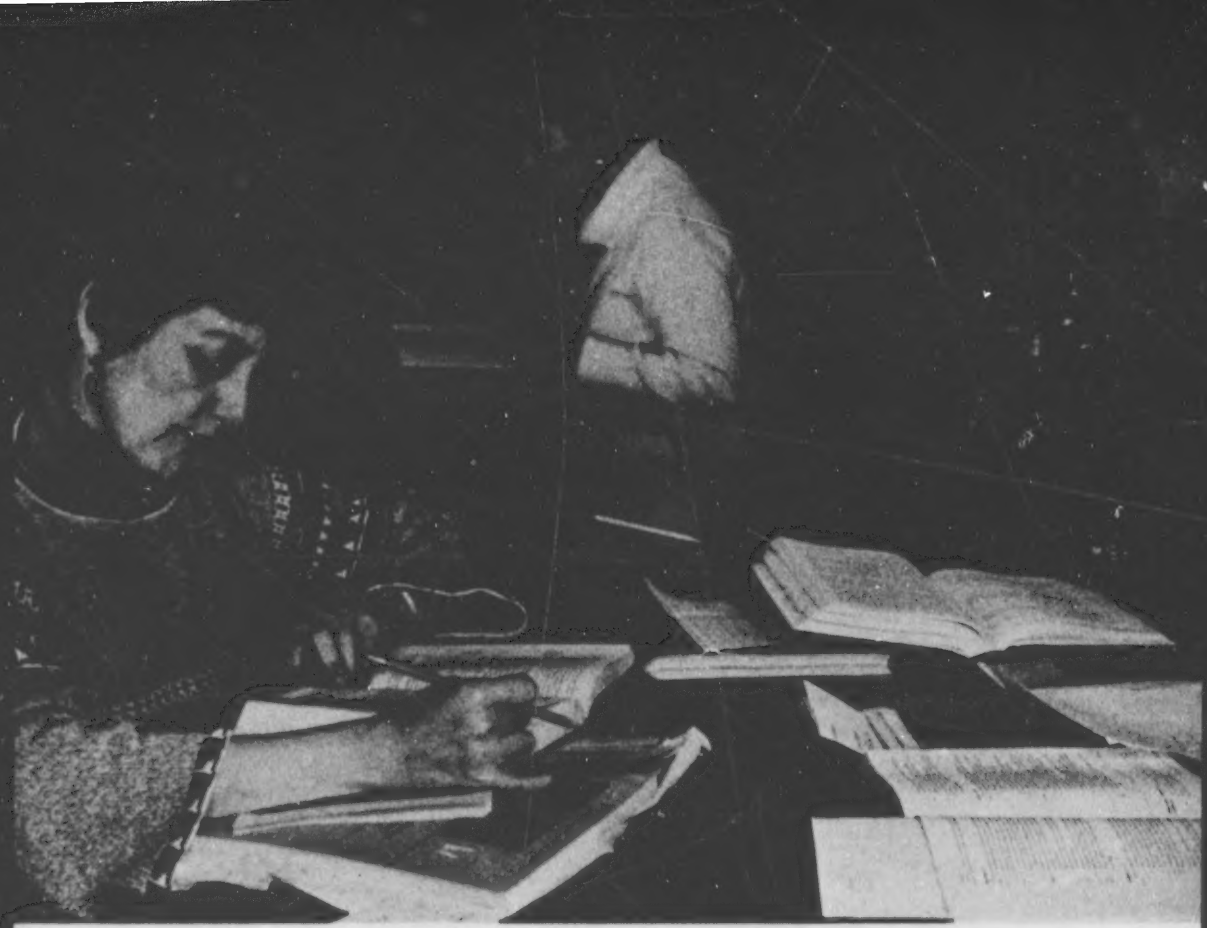
V

Programs in Professional Associations

- National Association of Bank Women
- An Association as a Program Facilitator



NABW-Simmons College Management Degree students.

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New Career Options for Bank Women

The National Association of Bank Women (NABW) offers a number of educational programs designed to help women bankers develop the knowledge and skills they need to move into positions previously closed to them. Cooperative arrangements with educational institutions and employers are central to the Management Degree Program, the most ambitious of NABW's offerings.

Founded in 1921 by six New York bank women, the National Association of Bank Women has focused much of its efforts on fostering more productive careers for women in the banking industry. Presently located in Chicago, the Association has approximately 20,000 members in banks in the United States, Canada, and abroad. Although the Association's membership is limited to women who hold official or managerial titles in Banks, many of its educational programs are geared for non-managerial bank women. NABW also has affiliate members who are men bankers or officers in state and national banking associations, and has developed special educational programs geared to help men bankers understand the special career obstacles faced by bank women.

These career obstacles are well documented. According to the American Bankers Association (ABA), "women make up 62% of the work force in the 49 top banks, but hold only 26% of the managerial posts, while men make up 38% of the work force and hold 74% of the managerial posts." Women

who do advance into management positions tend to get locked into the lower and middle management levels. According to a *Carnegie Quarterly* article, women hold 15% of the lower level management positions, 5% of the middle management positions, and less than 1% of the higher level management positions.

Although in the past the discrepancy between the career options open to men and women in the banking industry could be attributed to discriminatory personnel practices, Affirmative Action policies have clearly mitigated the discrimination factor. Other factors have emerged as primary obstacles to the career advancement of banking women. As perceived by NABW staff and others concerned with management options for women, the primary obstacles to career advancement for women in banking and related industries are their lack of higher educational credentials, general management skills, and appropriate attitudes toward advancement.

By the early 1970s, a baccalaureate degree had become a credential generally required for promotion in the lower and middle management levels of banks. Since only 12% of NABW's members possessed a BA degree in 1972, they were in a poor competitive position with their male peers. To make matters worse, most banks considered formal continuing education courses in advanced banking, business and management to be significant indicators of interest in advancement. The motivation to take such courses necessary for upward mobility is often lacking in women, many of whom view their jobs as temporary fillers between school and childrearing, rather than as legitimate careers. Even when a woman is career oriented, she is likely to lack certain management skills and attitudes which men bring with them as entry level employees and continue to develop with their peers and mentors within the corporate system. In order for women to develop stronger self images and management-oriented career expectations, they frequently need special training in assertiveness, decision-making, career planning and related subjects.

The NABW Educational Foundation was established in 1973 to address the informal and formal training needs of bank women at all organizational levels. During the last five years, the Foundation has developed a variety of seminars, workshops, and programs designed to give women the self confidence and skills they require in order to advance to management positions in the banking industry. Although such advancement is normal for many men, some of the career moves made by women during or after NABW training represent substantial career changes.

NABW SEMINARS

The first seminar initiated by the NABW Educational Foundation was the *Career Management Seminar*. This seminar, which has been attended by over 6,000 bank women, constitutes the chief introduction to career planning and general management skills for bank women. The seminar has been offered in cities and towns across the nation. It runs for a day and a half and is limited to 28 persons in order to insure active participation. Each seminar

has two leaders who work together as an instructional team: one is an experienced, top-level woman bank officer, and the other is a consultant in group dynamics and career development. Together, they bring in-depth knowledge of banking plus expertise in management to each group.

The seminar is comprised of three sections: skills analysis, career analysis, and case studies. The skills analysis questionnaire, which everyone completes in the first section, is designed to stimulate thinking about jobs and careers and the risk taking necessary for career advancement. The women participants, old and young alike, usually discover that their answers to the questionnaire are similar, but markedly different from the responses of most men bankers. This discovery begins a process of group identification of common problems which cut across the age and job role differences of participants. Although individual career counseling is available for participants who need it, the majority of the women develop career plans on their own and then discuss these in the career analysis section of the seminar. Case studies presenting typical career problems of women managers provide participants with additional perspective in which they can examine their personal and collective career experiences and objectives.

The Career Management Seminar is currently being used by many banks as part of their Affirmative Action programs. According to an NABW follow-up survey of seminar participants, many seminar graduates feel that their career management experiences helped them become more aware of the job opportunities available to them and often led directly to promotions. It is interesting to note that more than one-third of the students in the NABW Management Degree Program (described later) attended this seminar before enrolling in the Degree Program.

To help men managers understand the special obstacles faced by women in banks, NABW designed a special seminar. The *Seminar for Male Managers* explores the different attitudes and expectations which men and women bring to their careers and suggests positive steps which men managers can take to assist women subordinates in their career development. Topics for the seminar include financial and political facts about employed women, myths and stereotypes and how to overcome them, programs and policies used by other organizations, and Affirmative Action plans and their implementation. The seminar is led by an NABW consultant who is an expert in career development and life planning strategies for women. She is often assisted by a senior woman bank officer selected and trained in seminar leadership by the NABW staff.

NABW also offers a one-day *Managing Executive Priorities Seminar* for women. This seminar is designed in response to the realization that the failure to balance and integrate career concerns with overall life values and goals is a critical danger for employed women. Participants develop life assessment skills which enable them to better evaluate and control the decision-making phases of their lives. Job roles, family relationships, and individual needs are discussed, and participants learn to view their careers within a total life context.

THE MANAGEMENT SERIES

The Management Series is a three part program of seminars and self-directed studies designed for bank women who want to increase their management skills without pursuing a formal degree program. The series includes a Management Process Seminar, Management Skills Study Modules, and a Management of Change Seminar.

The Management Process Seminar is a two-day workshop which examines key management concepts, leadership styles and strategies, and problem definition and decision making techniques. Through role playing and case study analysis, participants study and experiment with a variety of supervision strategies in a no-risk environment. Participants also complete a self-assessment questionnaire which is designed to help them determine what skills they need to focus on in the Study Modules.

The Management Skills Study Modules are designed for self-paced learning. Participants can choose to work on modules which will improve skills relevant to their current jobs, or they can work on modules which will enable them to learn the skills necessary for lateral moves or promotions. The modules include written exercises, worksheets, cassettes, films and slides. They can be studied individually or cooperatively with other women bankers. A written assignment must be completed for each module in order for participants to earn credit toward the 50 units which are required for completion of the Series. These units must be earned within the year following the initial seminar.

The subsequent Management of Change Seminar focuses on the manner in which change affects business. Participants review their study module projects with other women bankers and share their learning experiences. Through additional case study and role playing exercises, the women learn to recognize, plan for and implement change. They also develop skill in recognizing potential sources of conflict and in developing conflict resolution techniques. When this final seminar is completed, each participant is awarded a certificate in recognition of her achievements in the Management Series.

THE MANAGEMENT DEGREE PROGRAM

The Management Degree Program is the most ambitious of the programs developed by the NABW Educational Foundation. It was designed to enable bank women to complete an undergraduate liberal arts education, with a major in management, while they continue to hold full time jobs. The Foundation chose to establish the pilot model at Simmons College in Boston because of the school's excellent management department and its commitment to the advancement of women. Start up funding for the pilot was provided by the Carnegie Corporation of New York. Carnegie awarded NABW an initial two year grant of $232,000 in 1974, and a supplemental grant of $58,000 in 1976.

During the first year, the administrative ground work for the program was accomplished. NABW worked closely with the Simmons faculty to tailor

the Degree Program to the specific needs of women bankers. Credit transfer and credit for life experience mechanisms were established, and two week intensive institutes were designed to provide students with classroom experiences equivalent to those offered during a traditional academic semester.

Meanwhile, NABW selected and trained a number of its members to disseminate information about the Degree Program to women in local banks. These *Bank Education Advisors (BEAs)* were also trained in career and educational counseling techniques so that they could help potential candidates decide if the Management Degree Program would be an appropriate option for them. Often, after making a complete assessment of a potential candidate's past education, life experience, and present career options, a BEA might suggest that the client take the Career Management Seminar or pursue her career options further before applying to the Management Degree Program. BEAs thus insure that bank women consider all the options available to them, and that those women who apply for the Degree Program are the individuals who need it most.

The Management Degree Program officially began in January, 1976, when the first class of 26 women arrived on the Simmons campus for the first Management Institute. Offered twice each year for three years, these institutes are complemented by other studies students undertake on an individual basis.

Management Institutes

The six two-week Management Institutes are the core of the Degree Program. Their concentrated format allows an employed bank woman to complete key management courses in the time she ordinarily might take for vacations or banking school.

The Institutes are presented twice each year, in January and August, when the Simmons undergraduate students are on vacation and dormitory space is available to house the Degree Program participants. The six Institutes, which must be taken in sequence, provide 36 of the 48 hours necessary to fulfill the Simmons residency requirement.

The following management courses are included in the six Institutes: Economics; Accounting and Control Systems; Financial Management; Marketing Management; Operations Management; Human Behavior; Mathematical Analysis; Information Systems; The Middle Manager; Policy, Planning and Strategy; and Topical Seminars. These management courses have been specially adapted from the Simmons College graduate program in management, which was developed by Margaret Hennig and Anne Jardim. Behavioral content is a hallmark of the Hennig and Jardim approach to management training for women. Behavioral techniques encouraging the development of assertiveness, delegation of authority, and teaming skills are thus included in most of these courses.

This is particularly true of the Human Behavior course. This course is divided into groups of five students; students in each group are expected to share responsibility for completing assigned readings and to analyze marketing and management case studies as a team. By working as a group, students

learn to trust each other and develop the basic skills necessary for participating in a management team.

In addition to the courses in management, six mini-courses are presented during the Institutes. Their purpose is to look at management and banking from the perspective of the liberal arts and humanities. Courses focus on subjects such as *"The Moral and Ethical Challenges in Organizational Life"* and *"The Role of Banking and the Banker in the Cultural Growth of America"*.

CREDIT ARRANGEMENTS

The Simmons Program is designed to provide an undergraduate liberal arts education with a major in management. The 128 credit hours required for the BA degree include 36 credits from management and related courses in the six Management Institutes, and 92 credits obtained from additional courses or experiences. These 92 credits can be obtained through transfer of credit, Credit for Prior Learning, independent study, and outside courses. In particular:

- **up to 12 credits can be given for independent study courses which qualify for residency;**
- **up to 24 credits can be obtained for life and work experience as Credits for Prior Learning (CPL); and**
- **up to 80 credits (minus the number of CPL credits) can be obtained as transfer credits for courses taken at other schools.**

During and after the admissions process, the Simmons College Advisory Board determines what credits each student will receive for past courses and experiences. Each student is also assigned a Faculty Advisor who helps assess the student's CPLs and assists the student in developing and implementing an overall educational plan for the Program.

Other Credit and Coursework

As indicated in the shaded box, up to 80 transfer credits may be obtained for college level courses previously taken by students. All past coursework is reviewed for credit by the Simmons College Advisory Board and the student's Faculty Advisor.

In addition to obtaining transfer credits, students can gain Credit for Prior Learning (CPL). Up to 24 CPL credits can be granted to students for life experiences and specialized knowledge and skills that they have acquired from job or leisure activities. CPL has become a significant component of the Management Degree Program at Simmons. The procedure is monitored by an *ad hoc* committee which reviews each CPL proposal to determine its merit.

The student begins the CPL process by entering the "Credit for Prior Learning Seminar," which is designed to assist her in identifying previous learning experiences and in documenting them by building a personal learning portfolio. Students are encouraged to take the seminar as soon as they can, since they must complete documentation of their CPL experiences by the conclusion of their fifth Institute.

Students also may gain credit for their current work experiences by taking advantage of independent study options. Independent study projects are designed to enable the student to document special bank assignments or training in which she is currently engaged. The course content is determined with the advice and approval of a Simmons faculty member familiar with the subject of the independent study. Unlike the transfer courses and CPL credits, independent study can be used to obtain the 12 Simmons residency credits required in addition to the 36 residency credits provided by the Management Institutes.

It is thus theoretically possible for a Degree Program student to obtain a Simmons BA with a combination of six Management Institutes (36 residency credits), four independent study courses (12 residency credits), and a mixture of transfer and CPL courses totaling 80 credits. However, most students have had to take additional courses to complete their BA degree. Students who live in the Boston area take these additional courses through the Simmons College evening program. Students from other areas take such courses at a Simmons-approved institution near their homes.

Extension of the Management Program

Shortly before the first Management Institute was offered at Simmons College, the NABW Educational Foundation began to search for other colleges which could offer the Management Degree Program to women bankers in other areas of the nation. With the help of the Program's Advisory Board, two colleges were subsequently identified as likely cooperating institutions. By March, 1976, NABW had approved proposals from Mundelein College in Chicago, and Florida State University in Tallahassee to establish Management Degree programs similar to the one at Simmons College.

NABW'S BEA network was subsequently extended to include the regions to be served by the Mundelein and Florida State programs. Moreover, three faculty members from each school visited the Simmons College NABW Management Institute in August, 1976 to study the Institute format. They attended classes, met with students, and talked with Simmons faculty members and with the NABW staff from Chicago and Boston.

Program expansion remained a primary interest of the NABW staff and Advisory Board during the remainder of 1976. Negotiations were begun with one Southcentral university, but problems soon emerged. The university wanted a minimum of thirty students before starting the program, proposed a high tuition fee, and had inflexible requirements for CPL. Similar problems were encountered with other colleges. NABW was looking for schools which not only had good reputations for their management curricula, but also had

A Management Degree Student

Judy was an Executive Secretary at a large metropolitan bank when she first heard about the NABW Management Degree Program. Because she always put her marriage first, Judy had never developed any long-term career plans. After she was divorced, she realized that she felt trapped when she thought of supporting herself for the next 35 years as a secretary.

Judy eventually decided that she would apply to the NABW Program and requested her supervisor's approval. Although her supervisor was supportive, the bank required Judy to compose a detailed and time-consuming memo demonstrating that the NABW Program was more cost effective than other educational options open to her. She succeeded in convincing the bank, which now pays her Program tuition and travel expenses and gives her time off for the Management Institutes.

During her negotiations with the bank, Judy was counseled by the NABW Education Foundation Director and by a BEA in New York. She spoke at length with Simmons faculty members when she came to Boston for her initial interviews. She was thus able to determine that she would receive transfer credit for most of the two years of college which she had completed earlier.

The most difficult adjustment for Judy at Simmons was in viewing herself as the equal of women (and men) bank officers several ranks "above" her. However, through the Human Behavior course and other activities, Judy soon discovered that she shared similar goals and concerns with other "higher level" participants. Although Judy felt that it was a constant challenge for her to complete the intensive assignments at the Institutes, she felt that the high quality coursework made her effort worthwhile.

After Judy had been in the Degree Program for a few months, her bank promoted her to a management trainee position. In this role, she is being given experiences within each department of the bank. She is currently functioning as a Correspondent Banking Representative, a responsibility unlikely for a former secretary. Judy claims that her unusual promotion would not have happened without her participation in the NABW/Simmons Program.

positive attitudes toward women's education and non-traditional adult education. NABW found that the better the academic reputation of the schools, the less flexible they were likely to be in considering the innovation necessary to the NABW Management Program. After much hunting, however, NABW identified and reached a program establishment agreement with Pitzner College in Claremont, California.

In January, 1977, the first class of 16 students entered the first Management Institute at Mundelein College in Chicago. At the same time, the second class of 15 students entered the Simmons College Program in Boston. The Florida State University Program, which failed to attract enough students, was finally terminated in September, 1977. In January of 1978, Simmons admitted 18 women to its third class, and Mundelein admitted

15 women to its second class. The Pitzer Program began with 26 students in June of 1978.

In order to strengthen the recruiting activities for the Management Degree Program, NABW began an annual series of "BEA Refreshers" during the Spring of 1978. The objectives of the three hour refresher workshops were to train new BEAs and to motivate and update current BEAs. Workshops were held in Boston, New York, and Philadelphia for the Simmons Program; and in Chicago, Kansas City and Des Moines for Mundelein. The selection of these cities was based on NABW's need to increase interest and activity in each area. There are now about 70 BEAs serving the above two colleges, with an additional 30 serving Pitzer College.

Moreover, NABW is currently concentrating on the selection of a fourth and final regional college for the south/central area of the country. Recent proposals from two Texas universities were turned down because of their inappropriate degree requirements, and the lack of local bank interest in supporting women's formal education. However, NABW is now negotiating with the College of Business Administration at Louisiana State University (LSU). Bank support for LSU is extremely strong because the Banking School of the South is held there. Unless unforeseen problems arise, it looks fairly positive that LSU will be the fourth college to sponsor the Management Degree Program.

Satellite College Concept

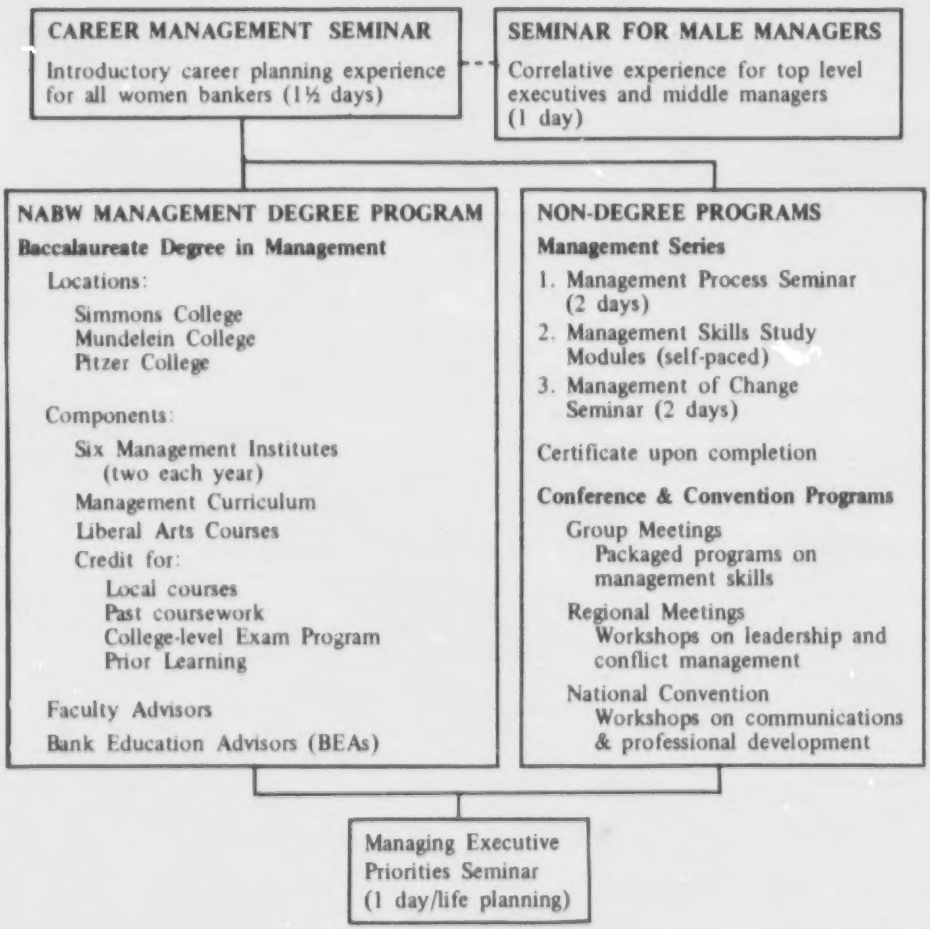
Instead of further expanding the number of colleges sponsoring the Degree Program, NABW has decided to explore a satellite campus approach. Arrangements have recently been made to establish a satellite campus for the Mundelein Program at Drake University in Des Moines, Iowa. Drake will serve Mundelein students by providing evening and weekend course work for the women bankers who reside within commuting distance from the University. These women will attend the two week sessions at Mundelein, but will have a "second home" at Drake, where they will also be provided with an academic advisor. Moreover, NABW is now working toward moving the entire admission procedure to Drake so that students from this area do not have to make the trip to Chicago for testing and the final interview.

Since bankers in the Des Moines/Council Bluffs area are more familiar with Drake than with Mundelein, the attractiveness of the Program to local employers will be enhanced. Drake will also benefit, since many Program participants will be taking the greater percentage of their undergraduate course work at the satellite campus.

Furthermore, NABW is now evaluating proposals from a number of colleges which wish to be satellite colleges for either Simmons or Pitzer. Additional satellite locations are thus likely to be established soon.

Chart I

NABW SEMINARS AND EDUCATIONAL PROGRAMS



COOPERATION WITH BANKS

NABW initially found it difficult to convince high level men bankers of the need for a special educational program for women. This difficulty was underscored by the American Bankers Association refusal to provide start up funding for NABW's Management Degree Program. Had outside financial support not been offered by the Carnegie Corporation of New York or some other source, it is unlikely that the Management Degree Program would have been initiated.

However, due to the success of the Simmons and Mundelein programs, some high level men bankers have begun to openly support NABW educational efforts. Some banks, such as the State Street Bank and Trust Company in Boston, have made systematic comparisons between the NABW Management Degree Program and other more established training alternatives, and have concluded that the former has decided advantages.

Moreover, NABW Education Foundation Director Anne Bryant has found that making personal contacts with local NABW members and high level bank personnel has been essential in developing support for the Program. Since the Foundation's establishment in 1974, Bryant has traveled back and forth across the nation promoting the Management Degree Program and explaining how local banks can assist participants in the Program. Although the level of assistance has varied greatly, many banks have paid all or part of their employees' tuition fees, housing, and travel expenses connected with the Program.

In addition, some banks have supported NABW's overall educational efforts by encouraging their personnel departments to learn about and publicize NABW educational programs, by agreeing to offer NABW seminars on site, and by contributing general support funds to the NABW Educational Foundation. As NABW programs continue to grow in popularity and gain a reputation for excellence, such support from local banks should increase in kind. This support is especially significant now that Carnegie assistance has ended.

The National Association of Bank Women has clearly demonstrated that an association can act as a catalyst in establishing cooperative educational programs that facilitate increased career options for its members. As indicated in the following article by Anne Bryant, this third party facilitating role is often not an easy one to play. Association staff members must be skillful and persistent in working with industry and education representatives, and they must be capable of demonstrating a need which others often do not see. This is particularly true when an association attempts to promote non-traditional education which addresses the special needs of career women.

FOR FURTHER INFORMATION:

Thomas, Kirk R. and L. Allen Parker. **The Collaborative Educational Programs of The National Association of Bank Women: Mechanisms for Career**

Change. Cambridge, Massachusetts: Technical Education Research Centers, December, 1977. This 85 page case history thoroughly describes each of the programs sketched above and some of the implementation problems encountered by NABW.

Hennig, Margaret and Anne Jardim, **The Managerial Woman**. New York: Doubleday, 1977.

Carnegie Corporation of New York, "Women in Banking: Making the Transition to Management," **Carnegie Quarterly**, Vol. XXIV, No. 2, Spring 1976.

PROGRAM CONTACT

Anne Bryant, Director; NABW Educational Foundation; One Illinois Center; 111 East Wacker Drive; Chicago, Illinois 60601.

Anne Bryant (left) with Mundelein Program Director.

15

An Association as a Program Facilitator

by Anne Bryant

The Educational Director of the NABW Educational Foundation discusses the development and implementation of the Foundation's Management Degree Program. She describes the process used by the Foundation in selecting and working with regional colleges, as well as the Foundation's experiences in marketing the Program to local banks.*

The two most significant aspects of the establishment of the NABW Bachelor's Degree Program in Management have been the selection of the regional colleges, and the marketing of the Program to bank management. Through these two activities, one can examine the challenges and difficulties involved in the initiation of an "association developed – college sponsored" program.

CRITERIA FOR SELECTING SCHOOLS

In 1974, the NABW National Advisory Board convened to determine criteria for the selection of regional colleges for the Management Degree Program. They recognized the importance of developing criteria which could be used to select both the initial college and subsequent colleges. The following criteria were developed:

* The preceding chapter is necessary background reading for this chapter.

1. *Health of the Institution:* Initially, we envisioned that the obvious type of college to associate with the Program would be a woman's college interested in increasing its professional orientation. A primary concern was to insure that such an institution was in a sound enough position, both financially and psychologically, to experiment with the innovative design of our Program.
2. *Quality of Management/Business Faculty:* First, we were looking for faculty whose graduate degrees and experience indicated strong business training. Second, we wanted faculty interested in assisting women to develop management skills. The latter was certainly the more difficult quality to determine about any institution's faculty.
3. *The Institution's Understanding of the Educational Needs of Adult Women:* We were looking for faculty and staff who understood that this kind of program would need to be structured and taught differently than their regular undergraduate business programs. Thus, we decided to evaluate the amount of educational innovation for non-traditional students already undertaken by the college. For example, we wanted to know if the college had unnecessary degree requirements, and to what extent administrators were re-evaluating the need for those requirements.

In addition to these three criteria, we wanted to insure that prospective colleges were eager to be associated with NABW, and were aware that the Management Degree Program was not likely to be a tremendously profitable one for the college. In spite of our attempts to make the last consideration clear to college officials, many administrators continued to assume that the Program would result in a profit-making venture. They based their assumption on the fact that NABW's membership numbered 20,000, and that of the 300,000 women in banking, only 12-15% had graduated from college. However, as experience has proven, the motivation to be involved in such a rigorous program as ours is not inherent in that many working women, nor is a college degree a major career goal for most women bankers. As a result, we continue to stress to prospective colleges that the number of students attracted to the Program has been, and will continue to be small.

BROKERING WITH SCHOOLS

In working together with the faculty and deans on the curriculum design, we focused on the institutions' degree requirements, the content of the management curriculum, and the selection of faculty members who could

best teach the courses in our two-week institute format. Once the faculty were selected, we strategized with them about potential problems which might result concerning the acceptance of the Program by other college faculty members. In every case, the institute format for the Management curriculum had to be approved by a faculty committee, ranging from an executive committee of six to an entire faculty of 160.

Basically, faculty were worried about two aspects of the Program. First, they questioned the institute format, wanting to know how learning could take place in intensive two-week periods with great gaps of time (five months) in between. Second, faculty were concerned that "credit for prior learning" arrangements might "water down" academic standards; this was particularly true where such credit mechanisms had not been developed. Much of our time and energy was thus invested in insuring that credit mechanisms met the colleges' standards for academic rigor, without being too demanding on students.

One major curricular problem which has had to be addressed by each college is the lack of math background which most students bring to the Program. This void in the mathematical area can give students difficulty in the economics and accounting areas. By the second institute at Simmons, it was clear that the interrelationship of the math and economics courses was critical. By incorporating math in the first institute, we began to accommodate this need.

Another instructional difficulty was that the writing skills of our students were different than those of traditional students. For example, we discovered that the bank women had a greater background in grammar, but were less familiar with the longer papers required for college work. The need for a special writing skills course soon became apparent, and was subsequently built into some of the college programs.

SELECTION OF A PROGRAM DIRECTOR

The relationship between the college's program director and NABW has evolved over the past few years. In order to insure successful initiation of our first institute, I acted as director of the Simmons Program until a suitable person on the Simmons staff was selected as permanent director. I then began to retreat gradually, focusing my attention on the development of additional programs in other regions.

The selection of the regional program director is critical to the program's success. The person must have the ability to lead and motivate faculty, to serve as a college spokesperson to the students (i.e., have the clout within the college to adequately represent the program), and to work with the NABW staff in marketing the program to bank managers.

Also important is the college counselor, who is sometimes the admissions officer for the college, or a staff person in continuing education. Because the time involved in the admission process is fairly extensive, release time must be allocated for this position. Each final applicant demands about four hours of staff time at a minimum, not to mention the time spent on the

much larger number of prospective applicants. We expect the admission function to become increasingly time consuming, as compared to the director's position, which hopefully will become more systematized and thus consume less time.

BROKERING WITH BANKS

By far the most time consuming and expensive part of the Program is its marketing to women and to bank management. In order to effectively sell the Program, both NABW members and those women who are not yet officers in their banks must be reached. We reach our own members through mailings, regional conferences, conventions, the *NABW Journal*, newsletters, and group meetings. Access to non-member bank women is dependent upon the initiative of our members, many of whom are willing to inform non-member women about the degree Program if they are provided with accurate information. Thus, the first major thrust in our marketing effort was the education of our own membership about the program.

The second priority was to inform top managers in banks about the availability of the Program and about its special focus. This necessitated personal visits to the banks. For the most part, top bank managers understood the need for such a program. If they were hesitant, it was either because of the Program's high cost relative to other kinds of education for employees; or because of the special focus on women. Personnel managers and middle managers, on the other hand, were able to see the need for the special focus on women, but were less willing to accept the premise that women needed a college degree to move ahead. Some of these managers did not have a college degree, and may have been threatened by such a premise. In any event, our marketing strategy for the two groups of people has been quite different.

A great advantage to our marketing effort has been the endorsement of the Program by the U.S. Treasury Department. The Treasury Department specifically monitors banks on the amount of money spent on women and minorities for their career development. The Department has stated in writing that the NABW seminars and Degree Program assist banks in meeting affirmative action goals. This endorsement has clearly made our Program attractive to top bank management.

TYPES OF BANK SPONSORSHIP

Several different bank scholarship policies have been developed. Some banks have a certain number of scholarships for which employees can compete. Scholarship winners are then provided with a list of schools which they can attend. At Manufacturers Hanover in New York, 1977 scholarship winners were given a choice of attending either a management program at Eisenhower College or the NABW Program at Simmons. All of the women chose to attend the Simmons Program.

Other banks, such as the Shawmut Bank in Boston, may decide to send a certain number of women employees to the NABW Program. The choice of candidates is then made by division managers or by personnel staff. Still other banks may advertise the Program in their in-house publications and then select a specific number of candidates from the pool of applicants. Moreover, in cases where bank assistance is not available, some bank women may request release time to attend the Program and pay for their own tuition and travel expenses.

Often, a bank will request that we assist them in selecting Program candidates by giving them guidelines for the type of woman who would be successful in the Program. We hesitate to come up with a written description of such a person because we have found that motivation and determination are more important than any set of criteria we could develop. Moreover, we try to reinforce the bank's need to counsel each applicant to examine her own career future with that bank. If both she and the bank agree that this is the direction in which she should go, her chances for success in the Program increase.

At the present time, we are concentrating our efforts on getting banks in New York, Chicago, Detroit, Boston, Los Angeles, and San Francisco to establish a sponsorship policy for our Program. Hopefully, by creating a certain number of Program sponsorship policies for banks in these cities, we will get a guaranteed breakeven figure for each class at the three colleges. Those breakeven figures are as follows: Simmons – 15; Mundelein – 14; and Pitzer – 18.

FUNDING AND FINANCES

NABW initially submitted a proposal for funding to five different educational foundations. We were rejected by one major foundation because our proposal overlapped its funding categories. We were told that our Program was not just "women", not merely "management education", nor just "continuing education", but that it was all three and therefore would not fit. Our disappointment was intense. We felt that the foundation had missed the beauty of the Program, its capacity to meet the special needs of bank women for all three kinds of education.

Very soon after that rejection, we heard from the Carnegie Corporation of New York, and received a very different kind of response. Carnegie provided us with $232,000 in start-up funding, and $58,000 in supplemental funds. In addition to the Carnegie grant, NABW raised over $200,000 in matching funds from the banking industry. These monies were collected over a three year period from banks, NABW groups, and NABW members themselves.

The Carnegie grant paid for the initial development of the Simmons, Mundelein, and Pitzer programs, and provided a $6,000 starter grant for each new program. To help pay for marketing the program, NABW requests that each college pay the NABW Educational Foundation $45 for each student after she has completed each institute. However, the resulting money –

approximately $8,000 annually – does not begin to cover the actual cost of marketing the Program, which is about $40-50,000 per year. Marketing expenses include printing costs for the colleges' brochures, catalogs, and applications; BEA Program costs; the educational director's travel expenses; and Advisory Board and BEA consultant fees. The salary of the NABW Educational Director is not included in this figure.

SUCCESS OF THE PROGRAM

The success of NABW's Management Degree Program is primarily due to the efforts of NABW's members, who have invested large amounts of time and energy in recruiting students for this Program. Many of them have spoken to local NABW groups, have visited banks with NABW staff, and have written articles for their bank publications or bank association magazines. Without their personal and professional commitment, the Program could not have been developed in such a short period of time.

Left to their own devices, the colleges would not have been able to attract a sufficient number of students. That is clear. The colleges may have had experience recruiting adult students who are dissatisfied with their careers and looking for new career or self development options, but they have had little experience recruiting adult students with highly demanding careers. Our students are extremely committed to their present jobs. They are usually in positions which are full of responsibility and require major time commitments. They are bright women who do not want to snortchange either the Program or their jobs. All of this adds up to a tremendously motivated, but overworked student body.

This article goes to press at a time when Simmons is about to graduate its first class. These fifteen women have fought all the battles that any first class is forced to fight. They have put up with curriculum experiments, with faculty who are unfamiliar with institute teaching, and with all of the college administrative hassles characteristic of new programs. Yet, none of these challenges or problems equal the kinds of frustrations these women face every day in their jobs. The Program, in a sense, became a microcosm of their careers; but it was easier for them to identify their frustrations because they were in a foreign environment.

Many of these women have reassessed their careers in light of what they learned in the courses and from each other. Some of them will move on in their careers in their present banks; some will question whether there is room to grow in their banks and will leave in search of a career which promises more for them; some will remain in their present jobs while they develop secondary careers in fields which interest them to a greater degree. Yet, regardless of their future career decisions, they share one vital attitudinal change.

Having been under tremendous time pressure for the last three years, few of them will be willing to wait for others to suggest their career choices. They will be more articulate about their abilities and needs with their employers. They will stand up and be counted. Most employers will welcome

this change, because it is hard for them to respond to an employee who cannot or does not articulate her concerns. A few employers will be overwhelmed with the change, and may blame the Program for it. Even this undesireable outcome may be another measure of our success.

VI

Other Noteworthy Programs & Projects

Career Workshop at Greater Miami Center.

Programs in Educational Institutions*

ADELPHI UNIVERSITY

Adelphi offers a special *Certificate Program in Management for Women.* Students are either employed women whose career paths are blocked or women reentering the labor market after child rearing. The Program offers students brush-up courses, career counseling and planning, seminars on women's career obstacles, and basic courses from the MBA curriculum. About 80% of the women who complete the Certificate Program enter the MBA Program. Employers view the Certificate as qualification for administrative-level positions. For more information contact: Madeleine Gardner, Director; Women's Programs; School of Business Administration; Adelphi University; Garden City, Long Island, New York 11530.

GEORGE MASON UNIVERSITY

The University offers a tuition-free *Women in Science Program,* which was funded by the National Science Foundation. The Program is designed to prepare women who have a background in the sciences but are not currently working in the field of their training for employment or graduate work in energy related fields. For more information contact: Natalia Meshkov; George Mason University; 4400 University Drive; Fairfax, Virginia 22030.

GEORGE WASHINGTON UNIVERSITY

The *Second Careers Program* was offered by the School of Medicine and Health Sciences during the years 1974-1976. Funded by HEW's Administration on Aging, this demonstration project was designed to assist older persons in mid-life transition to explore second careers in the allied health field. The Program provided career counseling, information about relevant education and training programs, and opportunities for clients to test career interests through field experiences. For more information contact: Nona Boren, Director; Gerontology Program; The George Washington University Medical Center; 2300 Eye Street, N.W.; Washington, D.C. 20037.

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*The programs described in the preceeding chapters are only a fraction of the career-change related activities which came to our attention during the Project's survey. Many additional organizations were found to have partial career change programs. The most comprehensive of these programs are described in this chapter; exceptions are a handful of business and industrial programs whose administrators preferred not to publicize their programs. We have no doubt that there are many other noteworthy programs that have not come to our attention.

ILLINOIS STATE UNIVERSITY

With funding from the W.K. Kellogg Foundation, the University operates the *Professional Development Center* to assist faculty in preparing for new careers. The Center offers career planning and counseling assistance, workshops and seminars, and an educational leave arrangement. The latter provides faculty with salary support while they obtain education leading to a new career. For more information contact: Elmer Van Egmund, Director; Professional Development Center; Illinois State University; Normal, Illinois 61761.

JOHN F. KENNEDY UNIVERSITY

Founded in 1964, JFK Univeristy offers upper division and graduate instruction designed to meet the needs of adults whose job or family responsibilities make it impossible for them to attend daytime educational programs. JFK's courses and degree programs are offered primarily in the evenings and on weekends and are utilized by adults seeking career advancement or redirection. For more information contact: Gerald J. Skibbins; JFK University; 12 Altarinda Road; Orinda, California 94563.

MARYLHURST EDUCATION CENTER

Marylhurst offers degree and non-degree programs specifically geared to meet the educational and career needs of adults. The Center offers students credit for experiential learning, independent study options, and courses in traditional academic disciplines. Marylhurst also operates a Life Planning Center, funded by the W.K. Kellogg Foundation. For more information contact: Tony Freeman, Director, Life Planning Center, Marylhurst Education Center; Marylhurst, Oregon 97036.

NEW YORK INSTITUTE OF TECHNOLOGY

NYIT offers a number of courses and degree programs designed to meet the educational needs of working adults. The school has worked closely with employers to offer education and training relevant to employee options for career advancement and career mobility. Career counseling is available to all students and alumni through the NYIT Career Planning and Placement Service. For more information contact: B. Ward Deutschman, Director; External Degree Programs; Division of Continuing Education; New York Institute of Technology; Wheatley Road; P.O. Box 170; Old Westbury, Long Island, New York 11568.

UNIVERSITY OF MISSOURI AT ST. LOUIS

The University's *Discovery Programs for Women* includes a number of non-credit courses and workshops designed to help women develop current or new career directions. For more information contact: Joan Peelman; Women's Programs; University of Missouri at St. Louis; 8001 Natural Bridge Road; St. Louis, Missouri 63121.

NEW SCHOOL FOR SOCIAL RESEARCH

The New School was one of the first higher educational institutions in the U.S. to offer both traditional and non-traditional learning experiences geared to meet adult needs. The School offers a variety of degree programs and non-credit courses which can help adults redirect their careers. In particular, the School's *Human Relations Center* offers adult students a certificate program which enables them to explore potential new careers through both academic and field experiences. For more information contact: Ruth Van Doren, Director; Human Relations Center; New School for Social Research; 66 W. 12th Street; New York, N.Y. 10011.

NORTHEASTERN UNIVERSITY

Northeastern's *Women's Career Project* is designed to assist women with substantial volunteer experience to prepare for managerial positions in industry. Ten Boston area employers participate in the Program, which is supported by a grant from the Fund for the Improvement of Postsecondary Education (FIPSE). An important part of the Program is the development of Job Competence Profiles for specific managerial positions in industry. These Competences are then translated into coursework which will prepare participants for employment. Once working, the performance of program participants will be compared to that of previously employed women working in similar positions. The Project hopes thereby to show that women with substantial volunteer experience, combined with short-term job relevant training, can function as productively as women with substantial paid career experience. For more information contact; Marilyn Wiener, Director; Women's Career Project; Northeastern University; 203 Churchill Hall; Boston, Mass. 02115.

PACE UNIVERSITY

Pace offers two programs relevant to career change clientele. *New Directions* is a program designed to facilitate the reentry of adult women and men into college. The majority of the participants are women with school age children, one half are minorities, and one third are employed. The Program offers career planning and counseling; special career-related workshops;

brush-up courses and introductory courses given at times convenient for participants. For more information contact: Dorothee von Huene, Assistant Dean, New Directions; Pace University, Pace Plaza; New York, N.Y. 10038. The *Bachelor of Professional Studies (BPS) Degree* is a Program designed for mature adults who have accumulated experience in professional and civic activities. Students are assisted in documenting their experiences in order to qualify for "life learning" credits. Up to 96 "life learning" and/or transfer credits can be granted toward the 128 credits required for the BPS degree. For more information contact: Geoffrey Needler, Associate Dean; The School of Continuing Education; Pace University; Pace Plaza; New York, N.Y. 10038.

STATE UNIVERSITY OF NEW YORK (SUNY)

SUNY's *Project on Faculty Retraining*, funded by FIPSE, is designed to assist tenured faculty in disciplines which are losing enrollment to retrain for teaching assignments in related disciplines for which there is greater student demand. A number of colleges in New York State participate in the Project. For more information contact: Charles Neff; Provost for Academic Programs; State University of New York; State University Plaza; Albany, New York 12246.

UNIVERSITY OF THE STATE OF NEW YORK

The Board of Regents operates the *Doctoral Program*, which is designed to prepare doctoral candidates and recent PhDs in the humanities for administrative and managerial jobs in private industry. The first seven week experimental training session is scheduled to begin in June, 1978 at New York University. Many major U.S. employers have made tentative agreements to hire Program graduates. For more information contact: Dorothy Harrison, Coordinator; Doctoral Program; New York State Department of Education; 99 Washington Avenue; Albany, N.Y. 12238.

UNIVERSITY OF THE STATE OF NEW YORK

The Regents External Degree Program is geared toward adults in the nation who are unable to pursue a campus-based degree program. Four associate level and four baccalaureate level degrees are offered. Students earn credit by passing examinations developed by faculty committees. Content outlines, study guides, and bibliographies for these examinations are sent to each student. Students may also earn credit for their career and life experiences by passing proficiency examinations. Over 12,700 students are currently enrolled in degree programs, and over 6,000 individuals have completed degrees. For more information contact; Patricia Dyer, Program Consultant;

Regents External Degree Program; The University of the State of New York; Cultural Education Center; Albany, New York 12230.

Programs in Business and Industry

BURLINGTON INDUSTRIES

Burlington Industries established their *Job Opportunities Roster* to facilitate lateral and upward employee career movement. Frequently, employees receive skills training after being hired for new positions. Informal Career Counseling is provided by supervisors and/or by Personnel to assist employees in using the Roster wisely. For more information contact: Robert Lincks, Personnel Director; Burlington Industries, Box 21207; Greensboro, North Carolina 27420.

CBS

CBS offers a *Career Development Program* for women employees. The program includes career planning seminars, management seminars, individual career counseling, and a network of voluntary career advisors. Women learn how to manage their own careers, how to overcome special obstacles, and how to use the informal and formal career development mechanisms in the Company. For more information contact: Career Development Programs for Women; CBS; 51 W. 52 Street; New York, New York 10019.

GENERAL ELECTRIC

GE has developed a *Career Dimensions Program* which is used voluntarily by employees and managers throughout the Company. The program consists of a series of self-directed and individualized workbook exercises which employees can use to take charge of their own life/career planning. Included also are workbooks for managers which suggest career coaching tools and a handbook for human resource professionals to use in implementing realistic career planning with their clients. The Company's annual manpower review system encourages additional dialogue between managers and employees. Some GE operating components supplement self-directed career planning with workshops. For more information contact: Walter Storey, Manager-Career Planning and Organization Development Operation; General Electric Company; P.O. Box 368 (Crotonville); Croton-on-Hudson, New York 10520.

IBM AT SAN JOSE

To help employees plan for career development or change, IBM requires that its managers conduct an annual career conference with any employee who requests it. The Company also offers *Career Management Seminars* to small groups of employees who are dissatisfied with their careers. Moreover, IBM has a library of career materials and self-planning workbooks which can help employees clarify their career goals and needs. IBM also offers various educational assistance programs for employees who wish to further their education. For more information contact: Robert G. Cowie; General Products Division; IBM Corporation; 5600 Cottle Road; San Jose, California 95193.

KIMBERLY-CLARK CORPORATION

Kimberly-Clark's *Educational Opportunities Plan* entitles employees to an average of $500 each year for tuition, books and travel expenses for courses which are job related, academic or cultural. More money is allotted to employees with lower salaries, higher performance ratings, and written self-development plans. The Company also has a Family Education Account which enables employees to accumulate money for the education of their children and/or spouses. The Company contributes a basic amount to this account each year. Employees also may add up to $200 a year of their own money to this account and the Company will contribute an amount equal to 20 percent of the employee's own savings. The total account earns interest. The overall Education Plan also entitles employees to up to two weeks of paid release time for educational endeavors. For more information contact: Richard C. Hupp, Education Plan Administrator; Kimberly-Clark Corporation; Neenah, Wisconsin 54956.

MINNESOTA MINING & MANUFACTURING COMPANY

The St. Paul Headquarters complex of 3M Company operates *Career Growth Workshops* which help exempt employees clarify their skills, values and career prospects. The Workshops suggest techniques for discussing career opportunities with supervisors and stress job enrichment strategies, as well as both informal and formal techniques for seeking new positions. The Company also operates a career information center where employees can find additional career planning materials, as well as information about Company career opportunities. 3M's Available for Transfer System assists employees whose future job prospects are uncertain in pursuing new career options inside and occasionally outside of the Company. In addition, the Company's Human Resource Inventory System identifies employees whose career skills and potential make them appropriate candidates for open positions. For more information contact: Benton Randolph, Manager; Management Education and Training; 3M Company; Building 224-2 NW, 3M Center; St. Paul, Minnesota 55101.

NEW YORK TELEPHONE COMPANY

The Company operates a *Career and Skills Assistance Program* which is designed to help minority and women employees upgrade to higher paying jobs. The Program includes career counseling, developmental studies and career related courses, and placement assistance which emphasizes non-traditional jobs. For more information contact: Career and Skills Assistance Program; New York Telephone Company, Room 2628; 1095 Avenue of the Americas; New York, New York 10036.

NORTHERN STATES POWER

The Company operates a *Career Planning Program* to assist exempt employees in clarifying their career directions and in developing action career plans. Employees work on a career planning manual and then meet with a Career Facilitator to review their work. The Facilitator coaches employees on how to approach their supervisors to discuss present and future career options. A special manual has been developed for supervisors suggesting techniques for conducting these career discussions with employees. Employees who are not satisfied with the results of the discussions with their supervisors return to the Career Facilitator for further counseling and assessment. Employees then develop Action Plans stating their career goals and the education/training or experiential learning necessary to prepare for jobs they desire. The Facilitator continues to be available to employees as needed. For employees who require it, vocational assessment and counseling are available on Company time through an arrangement with the Univeristy of Minnesota. For more information contact: Gary W. Anderson, Administrator; Personnel Research; Personnel Planning and Placement; Northern States Power Company; 414 Nicollet Mall; Minneapolis, Minnesota 55401.

SEATTLE FIRST NATIONAL BANK

The bank operates a cross-training program which enables employees in a specific skill area to identify their transferable skills, broaden their career exposure, and to move to open positions in different areas of banking. In addition, employee career change goals are documented as part of the Bank's performance review system. Employees who receive poor performance reviews on their current jobs are sometimes given sixty days to look for new positions in the Bank. They are counseled and assisted in their job search by the Personnel staff. For more information contact: Randy James, Assistant Vice President, Employee Relations; Seattle First National Bank; P.O. Box 3586; Seattle, Washington 98124.

TRW SYSTEMS

TRW offers a number of mechanisms which assist employees to make career changes. The *Career Motivation Workshop* is offered periodically to groups

of employees over a three-day period. The workshop helps participants explore career alternatives and set career goals. The Company's Job Development Program includes weekly job posting, an interview process with formal feedback and a job transfer process. TRW also offers extensive in-house educational options, as well as a tuition reimbursement plan which pays 75% of the tuition for broadly defined job relevant courses taken at educational institutions. Employees can also take advantage of job rotation opportunities and internship assignments in other organizations. For more information contact: R. Douglas Brynildsen, Manager; Training and Organizational Development; DSSG, One Space Park; Building E2, Room 7062; Redondo Beach, California 90278.

Programs in Government Agencies

HUMAN RESOURCES INSTITUTE

From 1975 to 1977 the Human Resources Institute operated a FIPSE funded Cooperative Project involving the University of Utah and several Utah State Government agencies. State employees having unrealized career potential were chosen by their supervisors to work toward undergraduate degrees in Management at the University. These employees were given release time to participate in outside education and were temporarily replaced by senior business management interns from the University. For more information contact: Robert Gwillian; Human Resources Institute; Room 412, BUO; University of Utah; Salt Lake City, Utah 84112.

MODEL EDUCATION PROGRAM

The Model Education Program is an in-service and out-service degree Program in Human Resource Management. It is designed to prepare employees of the Department of Labor's Employment and Training Administration for management positions in CETA, Job Service, Unemployment Insurance and related programs. The Model Education Program serves employees from a six state region. The Program pays for one-half of each participant's tuition expenses. Participants are involved in career planning seminars and are assisted in developing individualized educational programs, which can involve in-house job related courses as well as courses at selected educational institutions which offer Human Resources Management curricula. For more information contact: Charles Steensland, Model Education Program Director; The Regency, Director's Room No. 109; 3900 Elati Street; Denver, Colorado 80216.

PORT AUTHORITY OF NEW YORK AND NEW JERSEY

Port Authority has developed several outstanding cooperative educational programs with area colleges and universities. The Supervisor Development

and High Education Program involves six cooperating educational institutions which offer courses and degree programs at a variety of Port Authority worksites. The program is specifically designed for working adults and provides credit for life or work experience and in-house training, as well as flexible scheduling and entrance requirements. Tuition is 100% reimbursed upon completion. Port Authority also operates a Mobility Program by which management employees gain Company experience through six month rotational assignments. Many employees whose careers have been blocked have used the program to make significant career changes. For more information contact: Vito V. Soranno, Assistant Manager; Personnel Department; Port Authority of New York and New Jersey; One World Trade Center; New York, New York 10048.

Activities in Professional Associations

The following organizations sometimes sponsor career change related conferences and workshops, and often include relevant articles in their publications.

Adult Education Association (AEA)
[Linda Hartsock, Executive Director]
810 18th Street, N.W.
Washington, D.C. 20006

American Management Associations (AMA)
[Patrick Montana, President
National Center for Career Life Planning]
135 West 50th Street
New York, New York 10020

American Personnel and Guidance Association (APGA)
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

American Society for Training and Development (ASTD)
[Robert Craig, Director of Communications]
One Dupont Circle
Washington, D.C. 20036

CATALYST Network of Resource Centers for Women
14 East 60th Street
New York, New York 10022

Current Career Change Research Projects

ADULT CAREER ADVOCATES PROJECT

This project is identifying and evaluating existing career guidance, counseling, and continuing education programs for adults. Case histories will be written on established programs operated by single institutions, by a consortia of educational institutions, as well as by community-based centers. The project will also produce a comprehensive design for the operation of such programs in each of the three organizational settings. For more information contact: Marilyn Jacobson, Project Director; Adult Career Advocate Program; School of Education; Northwestern University; Evanston, Illinois 60201.

MID-CAREER CHANGE PROJECT

This project will evaluate the effectiveness of multi-institutional programs of continuing education for mid-career adults preparing for career changes. The project is focusing on six community-wide programs chosen because they appear to have high potential for replication or adaptation by post-secondary institutions in other communities. The project will also develop illustrative models and recommendations for the adaptation of these programs in other settings. For more information contact: James Paltridge, Research Educator; Center for Research and Development in Higher Education; 4423 Tolman Hall; University of California; Berkeley, California 94720.

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